

# Introduction to Reading Comprehension

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## ★ THE READING HABIT

Most of our learning happens through observation. That is the natural way of learning anyhow. Reading helps us learn even more and takes learning beyond observation. Good learners are always good observers. Good readers are in fact better learners. If you are inclined to learning and knowledge, start the reading habit today.

Good readers have a better comfort level in the reading comprehension part of competitive examinations. CAT—the focus of this book—has always placed equal importance on RC (Reading Comprehension) and non-RC questions—50% of the verbal section has always been RC. And RC is at least as important as any other question type in the other examinations as well.

The television and the internet have almost wiped out the reading habit. We need to consciously switch off the television and the internet in order to curl up in a quiet corner with a great book. If you can do that, the rewards will be obvious to you in a few weeks. Good readers seem to be better judges of situations, and the well-read seem to be better equipped to deal with the vicissitudes of life. Reading confers wisdom to complement your intelligence. And this wisdom makes you future ready. All youngsters must read well. Most successful people in the world are excellent readers. If you have the reading habit, you are already better than the others who don't read.

In the long term the success you achieve in your career will also depend on your reading. Hence read well.

Most educated youngsters wish that they could read more. Yet, somehow they do not apply themselves to this task—because it is time consuming and sometimes even boring. If you wish to read more, you can systematically develop the habit. Earmark a time—perhaps, an hour every day before you go to sleep. Have a few books ready with you. Learn to keep away from the television, the internet, and the mobile phones. If you find yourself searching for something to watch on TV or for something else to do, stop and pick up a book. Start visiting book stores. Make a list of books that you would like to read. Set a target of a book per week or a book in two weeks. Some schools in the U.S have DEAR (Drop everything and read) during the school hours. Whenever you feel like, just drop everything else in your life and read.

The intellectual pleasure that you gain from reading will draw you in. The habit will gather a momentum on its own. And before you know it, you will see that you cannot do without reading. It gives you that elusive something that you have been looking for. Between courses, between jobs, several times in my life, books have helped me get away from the frustrations in life.

Remember this: The books that help you most are those which make you think the most. The hardest way of learning is that of easy reading; but a great book that comes from a great thinker is a ship of thought, deep freighted with truth and beauty—Theodore Parker.

## ★ SPEED READING

Speed reading is a specific technique by which speed readers take in groups of words and avoid regression in order to process large amounts of text in shorter time. There is some kind of mystery and glory attached to this technique. And speed reading classes and books add to this glorification. Much has been said and written about eye span, fixation etc., and students are urged to increase their eye span, reduce fixation time etc. People who have tried and failed are many though there are people who have succeeded.

### What is speed reading?

It is a technique in which one reads faster by taking in a group of words in once glance (fixation) and moves on to the next group, thus processing a large number of words in short durations. The speed reader does not need to regress because the enhanced concentration gives a better comprehension.

### How fast should I be able to read?

Most graduates read at around 250 words per minute (wpm). You can find out your speed by reading for one minute and counting the number of words you have read. Though this speed is not bad, when it comes to difficult text like the passages in the CAT, one is forced to reduce the speed to probably 100 wpm or so, because the text is difficult. Hence acquiring greater speeds in normal reading, say around 450–500 wpm and then reducing it to 250 or 300 wpm in the examination makes you stress free.

### How can I improve my reading speed?

You can improve your reading speed by reading more and by consciously making an effort to read faster. This is the first step.

### Are there techniques I can use to improve my reading speed?

Yes. There are. But just as the art of swimming faster is mastered by swimming more and more, the art of reading faster is also mastered through reading more and more.

### What are those techniques?

Those techniques include: first, learning to take in a group of words in one glance (fixation) rather than read word by word. One's eye-span is the number of words that one can comfortably read in one glance without shifting focus. Eye-span differs from person to person and improves with practice; hence there is no ideal eye span.

For example, the phrase or the idea unit '**The technique of speed reading**'—can be read in one glance by focusing your eyes *softly* slightly above the word *of* in one glance and without shifting focus. Longer sentences can be broken down into phrases (groups of words) that make sense, and each group can be read in one fixation rather than word by word and in several fixations. If you try to read groups of words you will immediately experience that you are reading much faster.

For example, try to read the next paragraph in fewer fixations. For your convenience in identifying the phrase a “/” is put after each group of words that you should try to read in one glance by focusing *softly* slightly above the middle word in that group.

Speed reading can help you/to read and understand/written information/much more quickly./This makes it an essential skill/in any environment/where you have to master/large volumes of information quickly,/as is the norm/in fast-moving professional environments.

The phrasing habit (the way you read the above text) is helpful in increasing your speed. The ‘/’ is not necessary when you practice. Use the newspaper for this purpose as newspapers are printed in narrow columns to facilitate speed reading.

Next, you have to get rid of regression, and work a little on vocalization and sub vocalization.

### What is regression and how do I get rid of it?

Regression is going through the same text again and again. Research says that an average reader regresses 20% of the times. In other words, for every one hour an average reader reads, he/she wastes 12 minutes reading the same thing over and over again. This is a colossal waste of time. Regression happens because of vocabulary constraints, unfamiliar subject matter, and loss of concentration. The first two are personal constraints and need to be addressed personally. Loss of concentration is a result of slow input leading to mind drift. When you read slowly the mind is forced to drift into matters picked up from memory. This leads to a decrease in comprehension. You go back—you are slower; mind drifts again; you get bored and become even slower—this is a vicious cycle

you get caught in because of inefficient reading.

In order to reduce regression, make the reading process more efficient. Get actively involved in the text. Read faster and with concentration. Your eyes will then move smoothly and constantly forward across the text minimizing or eliminating regression.

But, if the text demands that you regress in order to analyse better, do regress—but consciously. Conscious regression is not a time killer. It is done to get better comprehension. Hence do not think regression is altogether negative. In the exam it may be even necessary.

### Does speed reading affect my comprehension?

Yes it does. If you don't read much, you will experience that your comprehension suffers with speed. But as you practice with speed reading, the faster input will result in better concentration and improve your comprehension rather than affect it adversely.

### How does speed improve my concentration and comprehension?

Comprehension is the result of your concentration. When you read slowly, your mind has the freedom (time/space) to drift into other thoughts. When you read faster, your mind does not find it necessary to 'drift'—this improves your concentration. An enhanced concentration gives a better comprehension. The irony is that as long as you are reading slowly the mind will drift, and you will feel the need to read again or regress. So you can improve your concentration by deciding to read fast.

### Then why do I experience a loss of comprehension when I try to read fast?

Because you are trying to change a habit of several years, you experience a loss of comprehension. With practice you will be able to improve your speed and comprehension.

### Does speed reading ruin the enjoyment of reading?

No. In fact reading fast and without regression is like watching a movie. If the movie is played too slowly or with constant rewinding it is less enjoyable. Likewise, speed reading enhances the enjoyment of reading, because speed reading leads to greater concentration for longer periods, interrupted by fewer irritations. Speed reading means you are reading at the speed your mind is able to process that information. That is why a movie or television programme is able to hold your interest better than a book. The brain is fed information (images) at much faster rate than words (print) are input. Hence speed cannot spoil the fun, but increases it.

### How long do I have to practice?

If you practice for 45 minutes to an hour per day for two weeks, you must be able to experience the difference.

### Is there anything else I have to take care of?

Yes. You need to make sure that all your practice/experiment with speed is limited to easy text. It is wise to avoid the kind of text that you have difficulty with. Do not experiment with your textbook or study material. Do not experiment with dense and serious stuff. In the beginning, limit yourself to texts that are comfortable for you and the comprehension of which is not crucial. Newspapers, magazines, and bestsellers (novels) are excellent material to experiment with speed. With diligent practice with this material your reading speed will significantly improve. This will in turn improve your speed with more difficult material later on.

### I am generally slow in reading because of vocabulary constraints.

Speed reading is not a magic bullet. One needs to be proficient in the language that one is trying to gain speed. In fact the more comfortable one is in the language; the faster one is in reading that language. For example, by learning the techniques of speed reading it is not possible to read Chinese or Greek if one does not know those languages. Since vocabulary is an aspect of one's proficiency in that language, it is futile to work on speed if one has severe vocabulary constraints. However, by persistent reading one can improve one's vocabulary and language skills as well.

**What is meant by vocalization?**

Vocalization is the habit of reading aloud—using your lips to read. Reading is a mental process. Eyes input to the brain the images of the words triggering the idea contained in the word/s, and the brain processes that idea. Eyes are the input device and the brain is the processor. We do not need the lips to input. When one reads aloud there is double input—through the eyes and through the ears. The only problem is: you read as fast as you speak. And one cannot speak at four or five hundred words per minute! Get rid of vocalization immediately by stopping to vocalize. It is not necessary at all for reading well.

**What is meant by sub vocalization? Is it negative too?**

Sub vocalization is speaking the word in one's mind. It is not negative. If you try to stop sub vocalization, your comprehension will suffer severely. However, by reading faster and faster without vocalization and regression, sub vocalization automatically gets minimized. Reading without sub vocalization means: the eyes project the words to the brain and there is instant comprehension because the brain instantly comprehends what the word stands for. In other words, there is direct eye-mind transfer of ideas. We hardly read the word 'stop' on road sign boards. We hardly read (sub vocalize) the brand names of our favourite items. Aim at minimizing sub vocalization by reading a lot rather than through conscious efforts.

**Is there anything else I can do to increase my reading speed?**

Yes. Bring in a sense of urgency when you start reading. When you studied for your examinations you were able to complete your syllabi in shorter time with greater comprehension. This happened because there was a sense of urgency to complete the portion. If you are able to approach any kind of text with such a sense of urgency, you will be able to at least double your reading speed, as well as improve your comprehension.

**What is meant by efficient or active reading?**

Efficient or active reading means while reading you are actively involved in the ideas that are contained in the text—and not passively wandering through the text. It also means to actively reading the text to pick up the main points that the text has to offer rather than passively waiting for the text to communicate those points to you. The way you study your academic textbooks is called active reading. When you study your textbooks there is an eagerness to understand them and a conscious effort to understand the main points and the supporting details of the topic/matter. You try to register in your mind the main points of the topic and the details that support these main points. This is called active reading. The passages in Reading Comprehension should be read actively.

How well you have understood the passage depends on how efficiently or actively you have read the passage.

**Does active reading mean understanding the structure of the passage?**

Yes. When you study your textbooks you do pay attention to the hierarchy in which the main points occur, and the reasons for that hierarchy, don't you? This hierarchy is the structure of the passage. You are quick to notice the *for* and *against* arguments on a topic in your textbooks. You also enumerate the advantages and disadvantages of something and the reasons. You also notice how a solution is arrived at through analysis. All these are related to the structure of the text. Hence when you are reading actively you cannot but become aware of the structure of the content.

**Do I have to practice active reading as well?**

Without a doubt! Make active reading a habit for competitive examinations. You have to work under severe time constraints in all examinations. Hence any reading that you do in competitive examinations has to be active. It is especially so for Reading Comprehension because, generally, there is a lot to read.

**What is called mind mapping etc?**

What is discussed above, your comprehension of the main points of the passage and how they are arranged and what details support each point is called the mind map of the essay. For more on mind mapping, you could read the Mind Map Book by Tony Buzan.

**What is meant by skimming and scanning? Are they important skills too?**

Skimming and Scanning are two different processes. Skimming is reading the text quickly in order to assess its nature and content. After skimming one may decide not to read it or to read it. This is important in competitive examinations in which there are several passages to choose from. Skimming will help in choosing the right passages in very short time.

Scanning is going over the whole text in order to find specific information that you are looking for. Scanning is what you do when you have to find the telephone number of a person in a directory. Scanning is important when you have to locate specific pieces of information in the passage while answering a question.

Skimming is done to build familiarity with the given text. Scanning presupposes familiarity with the given text, or at least familiarity with what you are looking for.

**I am comfortable with on paper reading but not with reading on screen. What should I do?**

We generally process more text on paper (books, newspapers, magazines etc.) than on the computer screen. That does not mean the skill set applicable to reading on screen is completely different. First of all, get rid of the mindset (if any) that reading on screen is difficult. It is as natural as reading on paper. The only difference is we cannot handle (manipulate) a screen the way we handle a paper or book. Hence we are physically restrained (that is why Kindle and other devices).

The first thing we should develop to be comfortable with on-screen reading is the ability to sit upright in one position for as long as we want to read. The second is to get used to the format of the text presented in an examination. Third, purely from the examination point of view, deal with our habit of using a pacer or making notes in the margin etc. as this is not possible during on-screen reading.

**What should I do to get used to on-screen reading and to the format?**

First, read a lot on screen, without giving up the habit of reading on paper. All newspapers are now available online. Numberless books (including classics) are available in the electronic form. Make it a habit to read your daily newspaper online. Download books and read them on-screen as a part of your preparation for exams.

The width of the text in an editorial, generally, is the width of the pane in which you have the text in an exam. Make sure that you do not miss the editorials—on paper or on screen. Look for practice material that gives you text in two columns on a page rather than the way this page is written. Do not use your finger or another pacer or try to make notes etc. while doing this. Substitute making notes or underlining with mentally registering the key points in what you are reading; thus improve your comprehension without the help of external devices. Diligent practice this way would make reading on screen as natural as reading on paper. If you have any more queries you can write to englishusage@gmail.com.

**★ READING COMPREHENSION TECHNIQUES**

The first thing to bear in mind while taking and preparing a Reading Comprehension (RC) test is that Reading Comprehension questions test your reading and comprehending skills. CAT especially, in these questions, tests your comprehension rigorously. Hence, whenever you are solving Reading Comprehension questions, make sure that you have:

- adequate comprehension of the passage
- adequate comprehension of the question
- adequate comprehension of each option

The errors in Reading Comprehension answers arise because we tend to compromise on the comprehension of one or the other factors mentioned above.

**Comprehension of the passage**

The comprehension of the passage may be compromised because of vocabulary constraints, unfamiliar subject matter, the complexity of the sentences in the passage, or the complexity of the ideas.

When you solve RC passages in the CAT make sure that vocabulary constraints do not come in the way of the comprehension of the passage. Though it is likely that some of the words in the passage are unfamiliar to you, at least intelligently guess the meaning of those unfamiliar words by paying careful attention to the context in which they occur, and try to get a firm grip on the ideas presented in the passage. Through active reading, make an attempt to understand the structure of the passage and in what hierarchy the ideas are presented. An efficient reader would focus on the parts of the passage that are clearly understood, and then make educated guesses about the parts that are too complex to immediately understand. Make sure that the passage is thus adequately understood.

If the passage presents dense and complex sentence structure try to break those sentences into smaller idea units, and understand how those parts (idea units) are related to one another. This would help make even extremely complex structures easier to understand.

Unfamiliar ideas or subject matter would not pose a big problem if one has the reading habit. Hence, while you are preparing for an exam like the CAT, make sure that your efforts include regular reading. Also, try to read diverse subjects, although it is not necessary to master every subject under the sun. By reading widely and patiently on several subjects learn not to be intimidated by different subjects like philosophy, economics, politics, psychology, sociology, or science etc.

Unless the passage is sufficiently understood, attempts to answer questions can give negative results. This is of utmost importance during your practice.

### Comprehension of the question asked

Sometimes, we go wrong in our answers because we do not pay sufficient attention to the exact nature of the question that is asked. For example, a question may ask: *which of the following options makes the author's thesis less supportable?* Comprehension of this question would mean that you first define the author's thesis in the passage. In this case, many of us tend to spend more time evaluating the options without clearly defining the thesis. As a result, we are confused by the options. Whenever you are confused by the options, you need to check whether it is your inadequate comprehension of either the passage or the question that is creating the confusion. Another question may ask you to identify '*the real reason*' behind some aspect of the passage. We are baffled if all the options appear correct. But the question asks you to identify the real reason, which means you have to identify the *motive* rather than the reasons that may be stated in the passage and the options. In short, bear in mind that you have to take sufficient care to ensure that you have understood what exactly the question asks you to do. The close options then will not pose such a formidable challenge as some of us experience.

### Comprehension of each option

Once the above stages of comprehension (of the passage and of the question) are adequately addressed, pay close attention to what each option means. More often than not, especially in the CAT, the incorrect options either subtly sidetrack the question or generalize unnecessarily on the facts presented in the passage or undervalue the facts presented in the passage or intensify the facts in the passage or make inferences that are not sustained by the passage. A few options may also be contrary to the passage.

Often, the options may also require you to reason with them. This makes the test a little more than a mere test of comprehension. The reasoning required is generally suggested by the question itself. For example: *Which of the following is the prime purpose of the passage, and which of the following is the thematic highlight of the passage* may appear similar but the former is asking you about *why the passage is written* and the latter merely asks you to identify *the gist of what is written*. In short, make sure that apart from trying to understand the option clearly, you also have to determine the line of reasoning to apply when you work with the options.

### Questions first or passage first?

Your task in the test is to score. For this purpose you may adopt one of the following techniques described below. If you are not sure which method you should use, experiment with the different methods and see which of the

methods helps you score the maximum marks in the minimum time. You may want to experiment under test conditions (10 to 12 minutes per passage to answer 3 to 4 CAT level questions). Different people find different methods comfortable.

- Read the entire passage and answer the questions referring back to the passage to ensure accuracy.
- Read part of the passage carefully (half the passage). Read all the questions and decide if a few can be answered. Answer those questions. Read the rest of the passage and answer the remaining questions.
- Skim through the entire passage. Skim through the questions and options. Read the entire passage. Answer the questions.
- Read all the questions. Identify what each question is asking. Read the entire passage, answering the questions as you go along.

All the above are correct methods. Practice and decide on your method.

### Use of a pacer and the habit of underlining

Some people trace their way through the passage using their finger or a pencil. Using a pacer helps avoid regression, enhances your focus on the text, and your concentration. It slows you down slightly, but it ensures that no word or idea is missed. To my mind, it is wise to use a pacer while doing Reading Comprehension. But, be your own judge. Experiment and see if it is worth it. If you find it a waste of time, do without it.

Some people have the habit of underlining the key elements of the passage. Some students even make brief notes in the margin. I have also noticed that some students make underlining a substitute for comprehension—they are more interested in identifying and underlining the key elements than in learning those points. In such a case underlining is a waste of time.

Once the key elements are identified and assimilated, in order that recall of those key points becomes easier, they are highlighted by underlining. This is the true purpose of underlining. That the underlined key elements trigger back into your memory the important details surrounding that key element. Hence if properly done, underlining helps highlight the important points and enhance your comprehension and retention. Underlining is not a substitute for understanding.

Making notes, or summarizing, in the margin goes a step beyond merely underlining, and can be very helpful in creating a mind map of the essay—the structure—as one reads along. Try it out and experience the benefits.

However, in computer-based tests, the use of a pacer is not possible. Get used to reading a lot on screen. You can switch to reading your daily newspaper on the computer (as a part of the practice for the CAT). Take several simulated tests on the screen.

### How to choose passages to attempt?

Your ability to choose the right passages to attempt can be the difference between success and failure in a competitive exam. If the paper allows you sufficient choice among passages, the passages to attempt should be chosen quite wisely. Skim through the entire passage as quickly as you can. Or read a couple of paragraphs somewhat carefully, but as fast as you can. Pay attention to the vocabulary used, the subject matter, the complexity of the argument, and the ideas presented. Judge whether you would like to continue studying this passage. If so, short list it as a likely passage to attempt. Do the same with the other passages. Remember to work fast in this process. At the end you may have short listed a couple of passages or more that you would be comfortable reading. After that apply the methodology most comfortable to you and work with those passages.

The selection of passages is completely based on the comfort that you experience with the passage. If you find a particular passage easy, you will be able to attempt the questions based on that passage comfortably. If you find a passage difficult, you are most likely to find even the questions difficult, though they are 'easy' questions. But if you find that a passage is easy to read and understand, you will be able to work with even the most difficult question set on it. Hence choose the passages that you are most comfortable reading.

If the paper, however, does not offer you the freedom to choose, you must try to do your best even in an uncomfortable passage without being intimidated by it.

**Should I attempt all the questions in a passage or a limited number?**

The immediate answer is: attempt a limited number of questions and ensure accuracy to them. However, if your overall attempts are far below the target you have set, it is necessary to attempt questions to meet that target. At all times, in a competitive exam with negative marking, your attempt should be to maximize your marks not merely by attempting the maximum number of questions possible, but also by minimizing the negative.

Further, you will need to analyse your performance during practice to decide the number of attempts to maximize your score. Since different individuals have different accuracy percentages, the number of attempts and speed are specific to each individual in order to optimize the score.

**★ TYPES OF QUESTIONS**

The questions asked in Reading Comprehension fall into a few broad categories. It is wise to be familiar with these categories so that while answering a test, you can identify the type and adopt the appropriate strategy to ensure accuracy. They are:

**• Main Idea Question**

This question tests your comprehension of the theme of the article. The phrasing of the main idea question may include words like, *the main idea, central idea, purpose, a possible title, theme, main argument, thesis* and so on. You may be asked to determine which option best expresses the author's arguments or conclusions.

**• Specified Idea Question**

These are the direct questions. The answer to these questions may be explicitly stated in the passage. The answer to some of these questions may be so obvious that you may even think it is a trick. They are also called 'evidence questions' because you may be required to analyse the evidence the writer has presented to find the relationship between different parts.

**• Implied Idea Question (Inference Question)**

These are the so called 'indirect' questions. Implied idea (or inference) questions ask you to make sustainable inferences based on the facts presented in the passage. You have to understand the facts presented in the passage, see the logic used by the author, and then decide which option can be reasonably inferred from them; and sometimes the question may require you to identify the option that is *not* a reasonable inference (in 'except' questions).

**• Logical Structure Question**

These questions are related to the author's logic, reasoning, or techniques. These questions are asked in several ways. They may ask you to explain how the passage is developed (organization of ideas and techniques of composition); why a particular word/example is used by the author; what a particular argument of the writer can lead to; how some new information/assumption will impact the argument; or to identify the specific example for a broad generalization stated in the passage etc.

**• Tone/Attitude Question**

Every writer will have certain attitude towards the topic or the ideas/characters that he is dealing with. This attitude can be judged by reading what he has written. Also his attitude, in other words his emotions towards the subject, will impart a tone to his writing. We are able to judge the attitude of a speaker through the tone. In written language the tone comes through in the words that the writer uses. These questions ask you to identify the attitude or the tone of the passage.

**• Continued Idea Question or Further Application Question**

These questions test your comprehension of the passage in totality. They may ask you to provide a specific example to a concept mentioned in the passage (similar to logical structure), to identify what will continue the passage, the kind of audience that the writer had in mind, the source of the passage, what inference can be made about the writer etc. To answer these questions correctly, one must have good comprehension of the passage as a whole—its concepts, its structure, and its style.

# Main Idea Questions

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The following passages are followed by a main idea question:

While solving these questions you will notice that to answer the main idea question correctly you *need not* pay attention to the details. But, you have to understand what these details are trying to emphasize or support. The main idea is not explicitly stated in the passage but it is what every point in the passage will support.

**★ PASSAGE 1**

Almost all roads present benefits, problems, and risks, though these effects vary greatly in degree. Roads provide motorized access, creating a broad spectrum of options for management, while foreclosing other options, such as nonmotorized recreation or wildlife refugia. Even a well-designed road system inevitably creates a set of changes to the local landscape, and some values are lost while others are gained. For example, road density and fish populations correlate negatively over a large area in the interior Columbia basin. The basin's environmental assessment showed that sub basins with the highest forest-integrity index were largely unroaded, and sub basins with the lowest integrity had relatively high proportions of moderate or greater road density. In general, greater short-term and long-term watershed and ecological risks are associated with building roads into unroaded areas than with upgrading, maintaining, closing, or obliterating existing roads. (140 words)

**1. What is the main idea in this passage?**

- Roads present several advantages and disadvantages.
- Road systems affect forest integrity and fish populations adversely.
- Road systems affect both land and water resources adversely.
- Road systems usually involve important tradeoffs in the environment.
- Well designed road systems balance benefits and risks.

**ANSWER AND EXPLANATION**

[The passage begins with *benefits and problems of roads*, it then moves on to the larger issue of *road systems*. Several beneficial and detrimental effects arise—two examples of correlation between road systems and fish population and forest integrity]

- Option (a) (incorrect) is true, but the main idea in this passage is much deeper than this – because it mentions options for management, road systems, and road designs. Options (b) and (c) (incorrect) do not mention the advantages at all, hence cannot be accommodated. Option (e) (incorrect) talks about balancing risks and benefits, whereas the passage does not mention this at all. Option (d) (answer) is the best as in general terms it states the theme of the passage – which is *there are tradeoffs with road systems*. Examples of these tradeoffs are not important to the theme.

✓ NOTE: When you answer a main idea question, you need to make sure that you have sufficiently understood the passage. The main idea, purpose etc. are never in the details. Do not merely analyse the options in order to get the best answer. This hardly helps unless you have understood the main theme. In other words you should be spending more time with the passage and lesser time with the options. You will have to also understand the question properly, because there *may be* several themes pursued in the passage. In the above passage, the question

asked you *the main idea*. A question can also ask you the prime purpose which is writer's purpose in writing the passage. You need to then identify the writer's purpose, whether it is to prove his point, to convince others, state his position, explain his position or defend his position, or condemn another's etc. Always evaluate the options from the point of view of the precise query (question stem) that is raised.

When you answer the main idea question in the next passage bear all this in mind.

### ★ PASSAGE 2

Drug company money influences and corrupts research. That is a given. What is less understood is why drug manufacturers spend billions for research on off-label uses for their products - uses that were never cleared with the FDA when the drug was submitted for approval. Off-label use allows drug companies to get "through the back door" what they could never, and I mean never, get away with by going directly to the FDA for approval for a new use of a product - what is known today as an off-label use. You would hope that researchers wouldn't corrupt the commercial experimentation of a new, or off-label, use of a drug to treat children by covering up their consulting fees from Big Pharma. But that's what happened. More important than what happened is why it happened and at the bottom of all this is a terrible mistake the U.S. has made in allowing the exploitation of off-label use. The devil is in the details, so here is the story as it has unfolded. Leading Harvard professors studying off-label uses, the gold mine of the drug industry, have violated National Institute of Health reporting requirements when more than \$10,000 has been received from a subject company, according to the New York Times, "Researchers Fail to Reveal Drug Pay" June 8, 2008. If Harvard doesn't fire them, it will be complicit in the cover-up. Throw them off campus. Ring the bell loud and clear that no matter how renowned or stellar, if you don't play by the rules, you can't play at all. And the NIH should forever ban them from receiving grants. Don't throw out the baby with the bath water. Once appropriate punishment has been served, give these researchers a chance to polish their tarnished reputations. Allow them to conduct research under the supervision of a responsible administrator who knows that "veritas," means truth, accuracy, honesty, and uprightness and that it's more than just a motto. (325 words)

#### 1. What is the prime purpose of this passage?

- To explain how drug manufacturers in the U.S. make billions through research on off-label uses of their products, and to argue for severe punishment to the Harvard professors who are complicit in the cover-up.
- To argue that Harvard professors are complicit in the cover-up of research on off-label uses of drugs and they should be banned from receiving grants.
- To bring to light that drug manufacturers in the U.S. invest billions in research on the off-label uses of drugs and how Harvard professors have assisted in this fraudulent practice.
- To explain how off-label profiteering corrupts research in the U.S. and to argue for punishment to the Harvard professors involved in such research.
- To explain that drug manufacturers in the U.S. spend billions on research on off-label uses for their products to profiteer through unapproved use of the drugs, and the complicity of Harvard professors in this research.

### ANSWER AND EXPLANATION

[The passage is about *the off-label research* - drug manufacturers invest billions to find off-label uses - uses, without FDA approval - because it is highly profitable. Harvard professors were found to be involved in such research. The writer argues that they should be punished to stop this fraudulent practice]

- Option (a) (incorrect) states that drug manufacturers make money *through research*, which is not true - they invest in such research. Also, professors are not complicit in the cover up, but Harvard may be. Option (b) (incorrect) is correct but it places the emphasis on Harvard professors. Besides, the passage does not argue that the professors are complicit; it states their complicity and argues for punishment to them.

Option (c) (incorrect) appears correct. But, does the passage 'bring to light' or merely explain (shed light on) the practice? - It merely explains the practice. Option (e) (incorrect), though correct and well expressed leaves out the plea for punishment the writer puts forward, which is important from the purpose of the passage. Option (d) (answer) states the two broad themes in the passage and states the writer's purpose.

### ★ PASSAGE 3

You have made a commitment, joined a gym and you're eager to get the ball rolling on your new exercise routine. Hold up - not so fast! As much as you want to dive in head first, you need to take baby steps and take it slowly at first. Your body will thank you later by helping to prevent any possibility of an injury from occurring. Know your body's limitations and listen to it when it's telling you something. If you typically have had knee or back problems avoid harsh exercises that strain those areas. You must acknowledge your weaknesses and strengths and tailor your exercise program to meet those requirements. Men tend to do better with activities focusing on weight lifting and nautilus machines, whereas women excel with exercises that incorporate more diagonal planes of motion such as Pilates, yoga, or spinning. Women are at greater risk for ACL injuries. The ACL is the ligament that holds the knee bone in place. Therefore, women should be more careful when participating in quick leg movement sports such as skiing, basketball and tennis, for example. Another option would be to pay a personal trainer to show you the correct alignment and exercises for your body type and fitness goals. Make sure he or she doesn't push you too hard keeping your age factor and history in mind. On that note, be certain to practice age appropriate exercises to avoid any physical pains. I cannot stress the importance of warming up enough, to give your muscles sufficient time to prepare for the stress it's about to endure. If you're sore, take time to rest, as overuse and repetition will set you up for injuries such as shin splints, tendonitis, and constant muscle aches. If you are in a group fitness class, don't always listen to the instructor or mimic what everyone else is doing. If you don't feel comfortable with any part of the class whether it's the equipment or the physical moves themselves, sit it out or walk out. Do not feel rude or guilty - simply tell them you don't feel well, end of story. It's you who have to live with your body for the rest of your life, not they. (370 words)

#### 1. Choose the best title for the above passage.

- |                                 |                                |
|---------------------------------|--------------------------------|
| (a) Know Your Body.             | (b) Avoid Workout Injuries.    |
| (c) The Importance of Exercise. | (d) The Right Way to Exercise. |
| (e) You know Your Body.         |                                |

### ANSWER AND EXPLANATION

[The passage begins with theme of *Exercise - Know your body's limitations - You must acknowledge your weaknesses - Women are at greater risk for ACL injuries - pay a personal trainer - keeping your age factor and history in mind - shin splints, tendonitis, and constant muscle aches*]

- Option (a) (incorrect) is supported by almost every point in the passage, but it does not imply the theme of exercise in any way. Option (c) (incorrect) is supported by none of the points mentioned in the passage. Option (d) (incorrect) is incorrect because the passage does not explain the right ways to exercise but tells you that there are risks involved in exercising in the wrong ways - which can lead to injuries. Option (e) (incorrect) is not the answer because it is not vastly different from Option (a) and does not imply exercise in any way. Option (b) (answer) is supported by every point in the passage. The message of the passage is precisely what is stated in Option (b) - do the several things mentioned in the passage to avoid injuries during workout.

✓ NOTE: The title question is just another way of asking you the main idea of the passage. The only difference is in the options. In fact, the title question for the test taker is not any more difficult than the main idea question. On the other hand, it is more difficult for the test writer. He has to express the main idea in fewer words. Read the passage well and understand the main idea. And pay some attention to the details. While evaluating the options

ask which of the options will support every point that you have read. If you bear this in mind, you will understand that the title question is the same as a main idea question.

## ★ PASSAGE 4

The stratospheric veil of fine dust created by a large volcanic eruption leads to appreciable, but transient cooling around the globe, especially in summertime and at high latitudes, due to an increase of planetary albedo. However, theory suggests that aerosols bigger than 2.2 microns cause net warming, because the trapping of infrared radiation exceeds the effect of the scattering of sunlight. Therefore violent volcanic eruptions, such as the Krakatoa in 1883, would cause some warming for the first few months, and then, when the larger particles have settled out, larger global cooling by 1–2 K.

The biggest eruption in the last two centuries was the one of the Tambora in 1815, a year which was followed by the 'year without a summer' in US and elsewhere. The Tambora caldera is located on the island of Sumbawa, Indonesia. The logbooks of 227 ships at sea in 1815–7 show that for about 4 months following the eruption, above-normal temperatures were measured on the Trade routes around Africa to Southeast Asia. Then a La Niña occurred between late 1815 and mid 1816, i.e. sea-surface temperatures were below normal in parts of the tropical Atlantic and eastern Pacific. And by late 1816 El Niño had started. There was a severe drought in Brazil in 1816–17. Marine temperatures outside the tropics were generally lower than normal, apart from anomalous warmth between Greenland and the Azores. These observations fit the pattern yielded by a GCM which incorporates the influx, transport and fallout of stratospheric aerosols from the Tambora, as well as the La Niña.

A more recent example is the eruption of Mt Pinatubo in the Philippines in June 1991. There was a slight global warming for the first 3 months after the eruption, possibly due to the coincident appearance of an El Niño event. After the removal of the effect of El Niño Southern Oscillation, a fall of global surface temperatures by about 1.0 K in the first year was observed. The anomaly fell to about 0.5 K after 16 months, and erratically returned to normal over the next three years. However, the lower stratospheric temperature in the Tropics rose by over 1.5 K within 3 months after the eruption, as a result of the dust's absorption of solar radiation. Then the temperature there fell back to normal over the following 18 months, as the dust settled out.

Robock and Mao have shown that for 2 years following all great volcanic eruptions since 1850, the surface cools by 0.1–0.2 K in the global mean. Volcanic eruptions in the tropical belt have the most dramatic impact. In the first winter after major tropical eruptions, North America and Eurasia warm by 1 to 3 K, while northern Africa and south-western Asia cool by more than 0.5 K.

Support for the accuracy of the numerical simulation of climate and climate change is provided by the close similarity of model-estimated changes of surface temperature to those actually observed after the eruption of Mt Pinatubo. In addition to the trends and mean values, the models used also reproduced satisfactorily the degree of season-to-season variability observed in nature. (517 words)

1. This passage is primarily concerned with which of the following?
  - (a) Volcanic eruptions and climate change.
  - (b) The effect of volcanic eruptions on surface temperatures.
  - (c) The history of volcanic eruptions.
  - (d) Volcanic eruptions cause ocean currents and global warming.
  - (e) Simulation of climate change through models based on volcanic eruptions.

## ANSWER AND EXPLANATION

[The passage begins by saying that how large volcanic eruption cools the earth- it is explained through the size of the aerosols, and albedo – first there is an increase then a cooling. Two major examples are cited: Tambora and Mt Pinatubo coinciding with El Niño. Robock and Mao have shown the cooling conclusively.]

1. Option (a) (incorrect) is too general. The passage does not discuss the effect of volcanic eruptions on climate change which rightly understood will include global warming, melting of the arctic ice, increase

in sea levels etc. etc. Option (c) (incorrect) is partial. The primary concern of the passage is not to trace the history of volcanic eruptions. Option (d) (incorrect) incorrect because it attributes ocean currents to volcanic eruptions – the passage cites them as coincidental – does not establish a cause effect relationship. Option (e) (incorrect) is incorrect because the primary concern of the passage is not the numerical simulation, but the influence volcanic eruptions have on surface temperature. Option (b) (Answer) expresses what the writer is chiefly concerned with – through examples and data available from the two major eruptions that volcanic eruptions influence surface temperatures.

## ★ PASSAGE 5

A few grainy smudges and computer-generated blobs are not much to look at. But these are the first images of planets outside the Solar System, or exoplanets as they are called. The star they are orbiting is known only as HR 8799. It is 128 light years from Earth, and is just visible to the naked eye in the constellation of Pegasus. Since the 1990s more than 300 exoplanets have been found and the number is growing. However, their presence can usually only be inferred through the gravitational influences they have on their nearby star. Images of the three planets at HR 8799, however, were captured directly using two high-altitude telescopes in Hawaii.

This was quite a feat as the intense light from the star normally obscures the subtle visual details necessary to distinguish a planet. However Christian Marois, of the NRC Herzberg Institute of Astrophysics in Canada and his colleagues, developed a computer processing technique that was able to separate the light from HR 8799 from the light the planets are emitting—they are still so young that they are glowing from heat left over from their formation about 60m years ago. Compared with Earth, which is about 4.5 billion years old, these are newly minted.

The three planets are all relatively large, having masses between five and 13 times that of Jupiter, according to a report published in Science this week. The smallest exoplanet is closest to the sun and the largest is the farthest away, which is interesting to astronomers because it resembles a scaled up version of the outer part of the Solar System. This lends support to current theories of planetary formation. Planets are believed to emerge from the accretion of particles in a disk of gas and dust as they whirl around the star. The next step is to look at the chemical composition of these planets, their cloud structures and their thermal properties.

1. Which of the following best introduces the above passage?
  - (a) Christian Marois and his colleagues have developed a computer processing technique to separate the light the planets are emitting, so that their images can be captured.
  - (b) Scientists at NRC Herzberg Institute of Astrophysics in Canada have discovered the first few exoplanets outside the solar system around the star HR 8799.
  - (c) Scientists at NRC Herzberg Institute of Astrophysics in Canada have for the first time captured images of planets that exist outside the solar system.
  - (d) Scientists at NRC Herzberg Institute of Astrophysics in Canada have for the first time discovered three planets outside the solar system that are 60 m years old.
  - (e) Scientists at NRC Herzberg Institute of Astrophysics in Canada through a new computer processing technique have discovered the first few planets outside the solar system around the star HR 8799 and 128 light years away.

## ANSWER AND EXPLANATION

[The first sentence talks about an ordinary computer image – they are significant because they are the first images of exoplanets (outside the solar system) captured directly using two high-altitude telescopes in Hawaii and developed using a new computer processing technique that separate light of the star and the light emitted by planets. These are significant for the study of planet formation. Next step is to look at the chemical composition]

1. Option (a) (incorrect) talks about the computer processing technique used and nothing else, and the article is not merely about this technique. It misrepresents the passage. Options (b), (d) and (e) (incorrect) are elimi-

nated because they all say "have discovered" which is not true at all. The passage says there are already 300 known exoplanets. Option (c) (answer) briefly describes the main idea contained in the passage – which is, the first images of exoplanets have been captured. All the rest are details, though important, are not crucial to the central idea.

✓ NOTE: When you have long passages and when main idea question is one of the several questions that you are answering, while evaluating the options you could possibly use the following questions in mind: Now ask yourself the same questions you used to find the main idea of a single paragraph. Is this what the passage is about? Is this the most important thing that the writer says about this topic? Does everything that I have read and understood in this passage support this option? If you have understood the main idea of the passage, and the given options well, you will have no difficulty in answering above questions clearly in your mind. Then the choice that you make will be correct.

## Specified Idea Questions

3

Each of the following passages is followed by specified idea question/s. These questions are the easiest of the questions in Reading Comprehension. These questions are based on the explicit details present in the passage. Once you have identified a question as a specified idea question it becomes necessary to check back with the passage before marking the answer. Sometimes, the answer to a specified idea question may look too simple and straightforward for a competitive examination. You are even likely to think it is a trick. But if you have identified the question correctly as a specific detail question, there is no need to doubt the answer. Nevertheless, remember to verify with the passage before you mark the answer. It is not a nice thing that you lose the mark in a specified idea question.

Also, if the test abounds in specified idea questions, remember to work fast and score as many marks as possible. Such a test is essentially a test of speed as well.

### ★ PASSAGE 1

The world's nuclear club includes the five permanent members of the UN Security Council and, since 1998, India and Pakistan. Israel has the bomb, but discreetly. The latest and least welcome member is North Korea, which joined in October 2006. Russia and America have reduced their arsenals, though each retains enough to wipe out humanity. The spotlight has fallen on the nuclearising countries, Iran in particular; to leaky security in the former Soviet Union; and to nuclear terrorism. The Nuclear Non-Proliferation Treaty, at the centre of efforts to halt the spread, is faltering, due largely to a needless waiver granted to India. In January 2006 Iran resumed enriching uranium, which is assumed to be the precursor to a bomb. In December 2003 Libya renounced its attempt to make a bomb, but thereby confirmed the existence of a nuclear black market. Governments may yet organise in time to prevent a bomb falling into the worst possible hands. But the cause is not helped by fraying tempers among the 45-nation Nuclear Suppliers Group, which aims to control trade in nuclear materials, equipment and technology.

- According to the passage, which of the following contributes to the failure to prevent nuclear terrorism?
  - The existence of a nuclear black market.
  - The inability of the governments comprising the Nuclear Suppliers Group to see eye to eye.
  - The attempts of the Nuclear Suppliers Group to control trade in nuclear materials, equipment and technology.
  - The failure of the Nuclear Non-Proliferation Treaty owing to the concession acceded to India.
  - The possibility of Iran developing a nuclear bomb.

### ➲ ANSWER AND EXPLANATION

[Make sure that the passage is adequately understood. Also make sure that the question is adequately understood. Then search for the relevant details in the passage to answer a specified idea question.]

- Option (a) (incorrect) is the second best answer. The idea of nuclear terrorism in the question refers more to "a bomb falling into the worst possible hands" stated in the passage rather than from elsewhere. The reason this cannot be prevented is that "the cause is not helped by fraying tempers among the 45-nation Nuclear Suppliers Group." This probably has led to the existence of a nuclear black market as well. Hence option (a) is an effect rather than the cause. Option (c) (incorrect) is incorrect because this cannot lead to

nuclear terrorism, but can prevent it if the group sees eye to eye. Option (d) (incorrect) is the cause of failure of the treaty and t for nuclear terrorism as stated in the passage. Option (e) (incorrect) is not supported by the passage. It is neither stated nor implied that Iran developing a bomb is going to lead to nuclear terrorism. Option (b) (answer) contains the stated reason for the inability of NSG to prevent nuclear terrorism.

## ★ PASSAGE 2

THE man who seeks to create a better order of society has two resistances to contend with: one that of Nature, the other that of his fellow-men. Broadly speaking, it is science that deals with the resistance of Nature, while politics and social organization are the methods of overcoming the resistance of men. The ultimate fact in economics is that Nature only yields commodities as the result of labour. The necessity of *some* labour for the satisfaction of our wants is not imposed by political systems or by the exploitation of the working classes; it is due to physical laws, which the reformer, like everyone else, must admit and study. Before any optimistic economic project can be accepted as feasible, we must examine whether the physical conditions of production impose an unalterable veto, or whether they are capable of being sufficiently modified by science and organization. Two connected doctrines must be considered in examining this question: First, Malthus' doctrine of population; and second, the vaguer, but very prevalent, view that any surplus above the bare necessities of life can only be produced if most men work long hours at monotonous or painful tasks, leaving little leisure for a civilized existence or rational enjoyment. I do not believe that either of these obstacles to optimism will survive a close scrutiny. The possibility of technical improvement in the methods of production is, I believe, so great that, at any rate for centuries to come, there will be no inevitable barrier to progress in the general well-being by the simultaneous increase of commodities and diminution of hours of labour.

1. The writer believes that ...
  - (a) Physical conditions of production cannot be altered by science and social organization.
  - (b) Surplus production requires the labour force to sacrifice leisure for civilised life and enjoyment.
  - (c) Technical improvement in the methods of production cannot diminish the hours of labour required for excess production.
  - (d) General well being of the labour force cannot be ensured through technical improvement and increase in the production of commodities.
  - (e) It is possible to increase the production of commodities and decrease the hours of labour.
  
2. Why are politics and social organization important to a reformer?
  - (a) They help him understand the resistance of Nature that may defeat his attempts to create a better society.
  - (b) They help him realize the importance of organised labour in economics.
  - (c) They help him deal with the opposition that people may have towards change.
  - (d) They help him avoid the exploitation of the working classes.
  - (e) They help him understand the physical laws that govern the principle of production.

## ANSWERS AND EXPLANATIONS

[When a specified idea question does not provide any clue top the part of the passage you have to refer to, like in other types of questions too, take the clue from the option and check if it supported by the passage—one by one, until you have shortlisted a couple of options to evaluate more closely.]

1. Option (a) (incorrect) is incorrect because this option is stated by the author as 'we must examine whether the physical conditions of production ....' hence, it is not his opinion. Option (b) (incorrect) is stated in the passage as a "very prevalent view", to which the writer reacts by stating that, "I do not believe...", hence is not the answer. Option (c) (incorrect) is contrary to the writer's belief. The sentence, "I do not believe that either of these obstacles to optimism will survive a close scrutiny." is the answer.

writer's belief (*one of these obstacles* is what is stated in option (c)). Option (d) (incorrect) is also contrary to the writer's belief. The last part of the paragraph states the writer's belief. Option (e) (answer) is stated in the last part of the paragraph. "The possibility of technical improvement in the methods of production is, I believe, so great that, at any rate for centuries to come, there will be *no inevitable barrier to progress in the general well-being by the simultaneous increase of commodities and diminution of hours of labour.*"

[The specified idea questions require you to check again with the passage to verify the option that supports the answer. The facts are explicitly, if not verbatim, stated in the passage. The only trick in scoring the marks in a specified idea question lies in recognizing that it is a specified idea question. The rest is simple.]

2. The answer to this question is stated in the second sentence of the passage. Option (a) (incorrect) is wrong because the passage states that it is science that will help the reformer in this manner. Option (b) (incorrect) is irrelevant to the question. The passage talks about labour as a prerequisite for yielding commodities—it is not imposed by political system but by Nature (physical laws). Option (d) (incorrect) is completely beyond the question asked; 'exploitation of working class' is mentioned in a completely different context to explain that physical laws dictate the need for labour and not social organizations or exploitation of the working class. It does not help answer the importance of politics to the reformer. Option (e) (incorrect) is related to science and not to politics and social organization. Option (c) (answer) is stated in the second sentence itself. "Broadly speaking, it is science that deals with the resistance of Nature, while politics and social organization are the methods of overcoming the resistance of men."

## ★ PASSAGE 3

*Aardvark* (*Orycteropus afer*) also called antbear is a stocky African mammal found south of the Sahara Desert in savanna and semiarid areas. The name aardvark—Afrikaans for "earth pig"—refers to its pig like face and burrowing habits. The aardvark weighs up to 65 kg (145 pounds) and measures up to 2.2 metres (7.2 feet) long, including the heavy, 70-cm (28-inch) tail. The face is narrow with an elongated snout, very reduced eyes, and ears up to 24 cm (9.5 inches) long. The aardvark's coat is scant and yellowish gray; the face and tail tip may be whitish. The four toes on the front foot (five on the hind feet) are equipped with strong, flattened nail-like "hooves" resembling spades.

The aardvark excavates branching burrows, usually 2–3 metres long but sometimes up to 13 metres, with several sleeping chambers. It abandons old burrows and digs new ones frequently, which thereby provides dens used by other species such as the African wild dog (*Lycaon pictus*). The aardvark's diet consists almost entirely of ants and termites. At night it travels 10–30 km (6–19 miles), ambling along familiar paths in a zigzag fashion, pausing frequently to sniff and press its snout against the soil. Fleshy sensory organs on the nasal septum probably detect tiny underground movements. With its strong claws the aardvark can rapidly open a cement-hard termite mound. The nostrils are squeezed shut to keep out flying dust. The sticky tongue, extending to 30 cm (nearly 12 inches) from the small mouth, is then used to lap up the insects. A thick hide protects the aardvark from insect bites and stings. If threatened while away from a sheltering burrow, an aardvark can dig its way out of sight in five minutes. An acute sense of hearing protects it from being surprised by predators, which include pythons, lions, leopards, and hyenas. If a predator tries to dig it out of its burrow, the aardvark rapidly moves soil to block the tunnel behind itself. When attacked it slashes with its formidable front claws.

The sexes associate only during breeding periods. After a gestation of seven months, one young weighing about 2 kg is born during the rainy season. At birth the claws are already well developed. The young stays in the den for two weeks, then follows its mother. By 14 weeks it eats termites, and by 16 weeks it is weaned. It can dig its own burrow by six months of age and will leave its mother before it is one year old. Sexual maturity is attained at two years. Longevity is at least 24 years in zoos. Aardvarks indirectly benefit humans in areas where termites would otherwise damage crops. Owing mainly to their nocturnal habits, little is known about aardvark population status, but they are not endangered.

The aardvark is the only species in the family *Orycteropodidae* and the only living member of order *Tubulidentata* ("tube teeth"). The ordinal name refers to the single row of large, blunt, peg-like upper incisor teeth.

they are actually related to elephants (order Proboscidea), hyraxes (order Hyracoidea), and dugongs and manatees (order Sirenia); all belong to a group of primitive ungulates called uranotherians. The split between this ancestral African stock and that leading to the ungulate, carnivore, xenarthran, and cetacean orders occurred as much as 90 million years ago. Fossils indicate that Tubulidentata was recognizable about 54 million years ago.

1. Which of the following makes the aardvark closer to elephants than to anteaters?
  - (a) The aardvark and the elephant belong to the Proboscidean order while anteaters belong to a different order.
  - (b) Their appearance.
  - (c) Both the elephants and the aardvarks evolved from Orycteropodidae, while the anteaters belong to a different family.
  - (d) Both the elephants and the aardvark belong to the Tubulidentata order.
  - (e) The long tongue of the aardvark is similar to the trunk of an elephant.
  
2. Why the aardvark is called "earth pig"?
  - (a) Aardvark's coat is scant and yellowish gray and has an appearance like that of a pig.
  - (b) Aardvark has an acute sense of hearing which can be likened to that of a pig.
  - (c) Aardvark can excavate branching burrows and has a face like that of a pig.
  - (d) Aardvark can excavate branching burrows and has ants and termites for its diet.
  - (e) Aardvark has a snout and fleshy sensory organs, has a scant and yellowish gray coat, with whitish face tip and tail.
  
3. How does the aardvark defend itself when attacked?
  - (a) The aardvark when attacked digs its way out of the sight of the enemy in very little time.
  - (b) The aardvark when attacked burrows itself into the earth and rapidly moves the soil to block the burrow behind itself.
  - (c) The aardvark has an acute sense of hearing, hence burrows itself into the earth and hides from enemies like pythons, lions, leopards, and hyenas.
  - (d) The aardvark when attacked slashes the enemy with its nail-like front hooves.
  - (e) The aardvark has a very thick hide which protects it from insect bites and stings.

#### ANSWERS AND EXPLANATIONS

1. The last paragraph states the answer explicitly. "Although aardvarks look like anteaters, they are actually related to elephants (order Proboscidea), hyraxes (order Hyracoidea), and dugongs and manatees (order Sirenia)." No other data is available to answer this question. And this is not an inference question. Option (b) (incorrect) is contradicted by the passage. The aardvarks do not look like elephants but anteaters. Option (c) (incorrect) is incorrect because the passage states that the aardvark is the "only species in the family of Orycteropodidae," that makes elephants of a different order. Option (d) (incorrect) is because again, aardvarks according to the passage are the *only living member of order Tubulidentata ("tube teeth")*. Option (e) (incorrect) is not supported anywhere by the passage and needs to be eliminated as a distracter and non-sense option. Option (c) (answer) states briefly the only data available in the passage about the relationship that is shared by aardvarks and elephants during evolution.
  
2. The answer is stated in the second sentence—"The name aardvark—Afrikaans for "earth pig"—refers to its pig-like face and burrowing habits." Aardvark is called an earth pig because it looks like a pig, but is different from a pig in its burrowing habits—a pig has no burrowing habits. Option (a) (incorrect) is not the answer because it talks its similarity with a pig—that does not justify the 'earth' in its name. Option (b) (incorrect) also partially compares the pig and the aardvark without justifying the 'earth' part. Option (d) (incorrect) does not establish the comparison between an aardvark and a pig. Option (e) (incorrect) only likens certain aspects of the aardvark's appearance and does not establish why this should give it the name 'earth pig'. Besides the aardvark does not look like a pig—only its face does, it looks more like an anteater as per the

passage. Option (c) (answer) likens it to a pig and states the reason why it is called 'earth pig' because of its burrowing habits unlike the pig.

3. The end of the second paragraph states three scenarios, how the aardvark's thick skin protects it from insect bites and stings; how its acute sense of hearing makes it aware of the enemy without being surprised by them; how it defends itself if a predator tries to dig it out of its hideout; lastly, how it slashes the enemy with its claws [The four toes on the front foot (five on the hind feet) are equipped with strong, flattened nail-like "hooves" resembling spades.] if attacked. The question specifically refers to the scenario when it is attacked. Option (a) (incorrect) refers to a different situation and no to when it is attacked. Option (b) (incorrect) also refers to a different scenario and no to the situation when it is attacked. Option (c) (incorrect) does not address the question of aardvark being attacked. Option (d) (incorrect) also does not answer the question about what it does when attacked directly. Option (e) (answer) explains how aardvark tries to defend itself by slashing the enemy with its claws.

#### PASSAGE 4

The history of publishing is characterized by a close interplay of technical innovation and social change, each promoting the other. Publishing as it is known today depends on a series of three major inventions—writing, paper, and printing—and one crucial social development—the spread of literacy. Before the invention of writing, perhaps by the Sumerians in the 4th millennium BC, information could be spread only by word of mouth, with all the accompanying limitations of place and time. Writing was originally regarded not as a means of disseminating information but as a way to fix religious formulations or to secure codes of law, genealogies, and other socially important matters, which had previously been committed to memory. Publishing could begin only after the monopoly of letters, often held by a priestly caste, had been broken, probably in connection with the development of the value of writing in commerce. Scripts of various kinds came to be used throughout most of the ancient world for proclamations, correspondence, transactions, and records; but book production was confined largely to religious centres of learning, as it would be again later in medieval Europe. Only in Hellenistic Greece, in Rome, and in China, where there were essentially nontheocratic societies, does there seem to have been any publishing in the modern sense—i.e., a copying industry supplying a lay readership.

The invention of printing transformed the possibilities of the written word. Printing seems to have been first invented in China in the 6th century AD in the form of block printing. An earlier version may have been developed at the beginning of the 1st millennium BC, but, if so, it soon fell into disuse. The Chinese invented movable type in the 11th century AD but did not fully exploit it. Other Chinese inventions, including paper (AD 105), were passed on to Europe by the Arabs but not, it seems, printing. The reason may well lie in Arab insistence on hand copying of the Qur'an (Arabic printing of the Qur'an does not appear to have been officially sanctioned until 1825). The invention of printing in Europe is usually attributed to Johannes Gutenberg in Germany about 1440–50, although block printing had been carried out from about 1400. Gutenberg's achievement was not a single invention but a whole new craft involving movable metal type, ink, paper, and press. In less than 50 years it had been carried through most of Europe, largely by German printers.

Printing in Europe is inseparable from the Renaissance and Reformation. It grew from the climate and needs of the first, and it fought in the battles of the second. It has been at the heart of the expanding intellectual movement of the past 500 years. Although printing was thought of at first merely as a means of avoiding copying errors, its possibilities for mass-producing written matter soon became evident. In 1498, for instance, 18,000 letters of indulgence were printed at Barcelona. The market for books was still small, but literacy had spread beyond the clergy and had reached the emerging middle classes. The church, the state, universities, reformers, and radicals were all quick to use the press. Not surprisingly, every kind of attempt was made to control and regulate such a "dangerous" new mode of communication. Freedom of the press was pursued and attacked for the next three centuries; but by the end of the 18th century a large measure of freedom had been won in western Europe and North America, and a wide range of printed matter was in circulation. The mechanization of printing in the 19th century and its further development in the 20th, which went hand in hand with increasing literacy and rising standards of education, finally brought the printed word to its powerful position as a means of influencing minds and, hence, societies.

1. According to the passage, which of the following acted as a hindrance to modern publishing?

- (a) Lack of paper and literacy.
- (b) Lack of printing technology.
- (c) The tradition of communication by word of mouth.
- (d) Theocratic societies.
- (e) Copying errors.

2. Match the following:

- |                                |   |
|--------------------------------|---|
| A. Writing                     | G. China passed on to Europe in 105 AD                |
| B. Printing                    | H. Non theocratic societies of Greece, Rome and China |
| C. Paper                       | E. Sumerians in the 4 <sup>th</sup> millennium BC     |
| D. Publishing                  | F. China in the 6 <sup>th</sup> century AD            |
| (a) A – F; B – E; C – H; D – G | (b) A – G; B – F; C – E; D – H                        |
| (c) A – F; B – H; C – G; D – E | (d) A – H; B – G; C – E; D – F                        |
| (e) A – E; B – F; C – G; D – H |   |

3. The various ideas in the passage are best summarized in which of these groups?

- (a) (A) Publishing in the modern sense (B) Gutenberg's achievement (C) Renaissance and Reformation.
- (b) (A) History of publishing (B) Invention of printing (C) Printing in Europe
- (c) (A) Theocratic societies and publishing (B) Printing—China and Gutenberg (C) Renaissance, Reformation and free speech.
- (d) (A) History of publishing (B) Gutenberg's achievement (C) Renaissance, Reformation and free speech
- (e) (A) Theocratic societies and publishing (B) invention of printing (C) Renaissance and Reformation.

#### ANSWERS AND EXPLANATIONS

1. The answer to this question is to be found in the first paragraph from the following information. "Publishing could begin only after the monopoly of letters, often held by a priestly caste, had been broken, probably in connection with the development of the value of writing in commerce." Also, "only in Hellenistic Greece, in Rome, and in China, where there were essentially non-theocratic societies, does there seem to have been any publishing in the modern sense—i.e., a copying industry supplying a lay readership." Option (a) (incorrect) is not attributed in the passage as a hindrance to modern publishing. Option (b) (incorrect) is also not held responsible for working against modern publishing. Option (c) (incorrect) is not stated to be something that acted against modern publishing, but merely as a means of communication before printing began. Thus options (a, b) and (c) though true, are not cited by the passage as a hindrance to the development of modern publishing but as historical aspect in the development of modern publishing. Option (e) (incorrect) may have encouraged the printing and publishing rather than acted as a hindrance—passage does not comment on this. Option (d) (answer) answers the question because the passage states that monopoly of letters often held by priestly class—in other words theocratic societies—acted as a hindrance and had to be broken before publishing could begin.

2. The answer to this question is to be found from several places in the passage. Writing is attributed to Sumerians in the 4<sup>th</sup> millennium BC in the first paragraph. That makes A—E correct. Printing was invented in the 6<sup>th</sup> century AD in China—stated at the beginning of the second paragraph—makes B—F correct. Paper and other inventions were passed on to Europe by China in 105 AD—as stated in the second paragraph—makes C—G correct. Publishing in the modern sense began in the non theocratic societies of Hellenistic Greece, Rome and China is stated at the end of the first paragraph, which makes D—H correct. Option (e) (answer) correctly matches the columns.

3. The answer to this question can be found by trying to understand the three paragraphs in the passage—the theme that each paragraph highlights. The first paragraph talks briefly about the *history of publishing*—how

modern printing began. The second paragraph talks briefly about the *invention of printing* and how printing technology came to Europe from China and the achievement of Gutenberg. The third paragraph talks about *printing in Europe* being closely linked with Renaissance and Reformation. Option (a) (incorrect) is not quite right in elements (B) and (C) and is partial in (A). Option (c) (incorrect) is not the summary of the paragraphs in (A) and though (B) is correct, and (C) can be accommodated. Option (d) (incorrect) is highly deficient in element (B). Option (e) (incorrect) is deficient in (A) and (C). Option (b) (answer) briefly encapsulates the ideas contained in the three paragraphs and is the only option that summarizes the ideas correctly.

#### PASSAGE 5

The World Trade Organization (WTO) is an international organization established to supervise and liberalize world trade. The WTO is the successor to the General Agreement on Tariffs and Trade (GATT), which was created in 1947 in the expectation that it would soon be replaced by a specialized agency of the United Nations (UN) to be called the International Trade Organization (ITO). Although the ITO never materialized, the GATT proved remarkably successful in liberalizing world trade over the next five decades. By the late 1980s there were calls for a stronger multilateral organization to monitor trade and resolve trade disputes. Following the completion of the Uruguay Round (1986–94) of multilateral trade negotiations, the WTO began operations on January 1, 1995.

The ITO was initially envisaged, along with the International Monetary Fund (IMF) and the World Bank, as one of the key pillars of post-World War II reconstruction and economic development. In Havana in 1948, the UN Conference on Trade and Employment concluded a draft charter for the ITO, known as the Havana Charter, which would have created extensive rules governing trade, investment, services, and business and employment practices. However, the United States failed to ratify the agreement. Meanwhile, an agreement to phase out the use of import quotas and to reduce tariffs on merchandise trade, negotiated by 23 countries in Geneva in 1947, came into force as the GATT on January 1, 1948.

Although the GATT was expected to be provisional, it was the only major agreement governing international trade until the creation of the WTO. The GATT system evolved over 47 years to become a de facto global trade organization that eventually involved approximately 130 countries. Through various negotiating rounds, the GATT was extended or modified by numerous supplementary codes and arrangements, interpretations, waivers, reports by dispute-settlement panels, and decisions of its council.

During negotiations ending in 1994, the original GATT and all changes to it introduced prior to the Uruguay Round were renamed GATT 1947. This set of agreements was distinguished from GATT 1994, which comprises the modifications and clarifications negotiated during the Uruguay Round (referred to as "Understandings") plus a dozen other multilateral agreements on merchandise trade. GATT 1994 became an integral part of the agreement that established the WTO. Other core components include the General Agreement on Trade in Services (GATS), which attempted to supervise and liberalize trade; the Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS), which sought to improve protection of intellectual property across borders; the Understanding on Rules and Procedures Governing the Settlement of Disputes, which established rules for resolving conflicts between members; the Trade Policy Review Mechanism, which documented national trade policies and assessed their conformity with WTO rules; and four plurilateral agreements, signed by only a subset of the WTO membership, on civil aircraft, government procurement, dairy products, and bovine meat (though the latter two were terminated at the end of 1997 with the creation of related WTO committees). These agreements were signed in Marrakech, Morocco, in April 1994, and, following their ratification, the contracting parties to the GATT treaty became charter members of the WTO. By the early 21st century the WTO had more than 140 members.

1. Which of the following is true about "GATT 1947"?

- (a) It contained negotiations of Geneva 1947 and all the modifications up to 1994.
- (b) It is an agreement to phase out the use of import quotas and to reduce tariffs on merchandise trade, negotiated by 23 countries in Geneva in 1947.
- (c) It evolved over 47 years to become a de facto global trade organization that eventually involved 140 countries.

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- (d) It comprised the modifications and clarifications of the Uruguay Round and a dozen other agreements on merchandise trade.
- (e) It included Services as part of trade and the Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS).
2. According to the passage, what is the importance of the trade agreement negotiated by 23 countries in Geneva in 1947?
- (a) This agreement five decades later led to the establishment of WTO.
- (b) This agreement came into force on January 1, 1948.
- (c) This agreement did not phase out the use of import quotas and reduce tariffs on merchandise trade.
- (d) This agreement later went through various negotiating rounds and became known as GATT.
- (e) This agreement did not contain provisions for dispute settlements.
3. Which of the following is NOT true about the ITO?
- (a) The U.S failed to ratify its first charter.
- (b) ITO was never established.
- (c) The ITO was intended to be replaced by GATT.
- (d) The ITO was envisaged as a specialised agency of the UN.
- (e) None of these.

## ANSWERS AND EXPLANATIONS

1. The question with GATT 1947 in quotes is quite specific. In the third paragraph the passage states: "During negotiations ending in 1994, the original GATT and all changes to it introduced prior to the Uruguay Round were renamed *GATT 1947*." The Uruguay Round was during 1986–94 as stated in the first paragraph. Option (b) (incorrect) is not true about GATT 1947 because it describes the original Geneva agreement of 1947 which was not named "GATT 1947". Option (c) (incorrect) is not true because this option too talks about the original agreement of 1947 and not the agreement specifically renamed *GATT 1947*. Option (d) (incorrect) is not true because it contradicts the passage. *GATT 1947* did not contain the modifications and clarifications mentioned in the option. Option (e) (incorrect) is also not true because of the same reason. Services (GATS) and TRIPS were incorporated later and were not present in *GATT 1947*. Option (a) (answer) describes GATT 1947 precisely. The original Geneva agreement plus the modifications till Uruguay Round (1986–1994).
2. The answer to this question is to be found in the third paragraph: "Although the GATT was expected to be provisional, it was the only major agreement governing international trade until the creation of the WTO. Option (b) (incorrect) does not answer the question about the importance of the agreement, but merely repeats the history about it. Option (c) (incorrect) because it is contrary to the passage—the passage, at the end of the second paragraph, states the contrary. Option (d) (incorrect) is incorrect the agreement came into force as GATT, but the option states that after negotiations it became GATT. Option (e) (incorrect) may be true—as these were later added—but does not answer the question about its importance. Option (a) (answer) states its importance attributed to it in the passage which traces the origins of WTO. ITO was not ratified by US; hence GATT (agreement negotiated by 23 countries in Geneva in 1947) took shape, which later became WTO.
3. The answer to this question is to be found in the first three paragraphs of the passage. Option (a) (incorrect) is true and stated in the second paragraph. "In Havana in 1948, the UN Conference on Trade and Employment concluded a draft charter for the ITO, known as the Havana Charter... However, the United States failed to ratify the agreement." Option (b) (incorrect) is true and is stated in the first paragraph. "... to be called the International Trade Organization (ITO). Although the ITO never materialized..." Option (d) (incorrect) is true as it is stated in the first paragraph. "...which (GATT) was created in 1947 in the expectation that it would soon be replaced by a specialized agency of the United Nations (UN) to be called the International Trade Organization (ITO)." This makes Option (c) (answer) NOT true. ITO was not expected to be replaced by GATT, but GATT was expected to be replaced by ITO—which did not materialize. Hence 'none of these'—option (e) (incorrect) is eliminated.

## Implied Idea Questions

4

Each of the following passages is followed by one or two implied idea questions. The answer to the implied idea question is not found by merely evaluating the options. First, you need to identify the relevant part of the passage that can support the inference. Read and understand the information given in the passage. Once you have clearly identified and understood the relevant part of the passage, evaluate the options to see which one is best supported by this information. In other words, the better your understanding of the relevant data, the easier it becomes to identify the correct inference.

### ★ PASSAGE 1

It is tempting to dismiss the G20 meeting as a piece of political theatre. Presidents and prime ministers from a score of rich and emerging economies will descend on Washington, DC, ostensibly to remake the rules of global finance. Several have talked grandly of a sequel to the 1944 Bretton Woods conference, which created the post-war system of fixed exchange rates and established the International Monetary Fund and World Bank. The original Bretton Woods lasted three weeks and was preceded by more than two years of technical preparation. Today's crisis may be the gravest since the Depression, but global finance will not be remade in a five-hour powwow hosted by a lame-duck president after less preparation than many corporate board meetings. Yet for three reasons it is still a meeting worth having.

The first is that this could mark the beginning of a better multilateral economic system. The G20, created after the emerging-market crises a decade ago, is not perfect for today's problems. It excludes a big economy with an admired system of financial regulation (Spain) but includes a mid-sized country that has become irrelevant to global finance because of its own mismanagement (Argentina). Still, the G20 includes most of the key parts of the rich and emerging world, making it a better forum for global economic co-operation than the G7 group of rich countries, which has until now held the stage.

1. The passage supports which of the following inferences?

- (a) The writer dismisses G20 meeting as a mere farce.
- (b) Bretton Woods conference was attended by world leaders from rich and emerging economies.
- (c) G7 group of countries is a better forum for global economic cooperation than the G20.
- (d) G7 could establish a better multilateral economic system than G20 can attempt to achieve.
- (e) The comparison of G20 meeting with Bretton Woods Conference is preposterous.

### ANSWER AND EXPLANATION

[When the question does not seem to give a clue to the part of the passage that may support the inference (as in this question), the clues are to be searched for in the options.]

1. Option (a) (incorrect) states that 'The writer dismisses G20 meeting as a mere farce.' The passage begins by stating that 'it is tempting to dismiss' ... and ends by saying that 'it is still a meeting worth having'. These are the relevant parts for this inference which prove it false. Option (b) (incorrect) is data inadequate because which countries attended the Bretton Woods conference is not in the passage—all it states is that this conference was after the War, and the G20 which is going to be attended by world leaders from rich and emerging economies was created after the emerging-market crises a decade ago—this rules out

option (b). Option (c) (incorrect) is contrary to the passage because the passage states that G20 is "a better forum for global economic co-operation than the G7 group of rich countries...", and the option states the reverse. Option (d) (incorrect) is also contrary to the passage because the passage states: this could mark the beginning of a better multilateral economic system. Option (e) (answer) is supported by the passage where it states "The original Bretton Woods lasted three weeks, and was preceded by more than two years of technical preparation. Today's crisis may be the gravest since the Depression, but global finance will not be remade in a five-hour powwow hosted by a lame-duck president after less preparation than many corporate board meetings." Preposterous means lacking order or value. This makes option (e) correct.

★ PASSAGE 2

ONE way of helping to reduce emissions of carbon dioxide into the atmosphere is to pump the gas into underground caverns or old oil fields. But there is also a rock that is happy to gobble it up, and according to the latest research its appetite for the greenhouse gas is not only massive but could also be increased by a little human intervention

The rock is peridotite, which is one of the main rocks in the upper mantle, an area that provides a girth below the Earth's crust. The rock occurs some 20 km or more down, although in areas where plate tectonics have forced up some of the mantle, peridotite reaches the surface. This happens in part of the Omani desert which Peter Kelemen and Juerg Matter, both from Columbia University, New York, have studied for years.

Geologists have long known that when peridotite is exposed to the air it can react quickly with carbon dioxide to form carbonates like limestone or marble. Some people have looked at the idea of grinding up peridotite and using it to soak up emissions from power stations, but the process turns out to be expensive, partly because of the costs of transporting all the rock. The transportation would also create emissions. In *Proceedings of the National Academy of Sciences*, Messrs Kelemen and Matter suggest an alternative: pumping the gas from places where it is produced and into underground strata of peridotite.

The team has shown that the Omani peridotite absorbs tens of thousands of tonnes of carbon dioxide a year, far more than anyone had thought. By drilling and fracturing the rock they believe they can start a process to increase the absorption rate by 100,000 times or more. They estimate this would allow the Omani outcrop, which extends down some 5 km, alone to absorb some 4 billion tonnes of carbon dioxide a year, which is a substantial part of the annual 30 billion or so tonnes of the gas that humans send into the atmosphere, mostly by burning fossil fuels.

With such rocks situated in an area of the world where an increasing amount of energy is produced and consumed, it potentially provides a convenient carbon sink for the region's energy industry, say the researchers. Peridotite can also be found at the surface in other parts of the world, including some Pacific islands, along the coasts of Greece and Croatia, and in smaller deposits in America. Nor is it the only rock with carbon-eating potential. The researchers are now looking at volcanic basalt in a new project in Iceland.



- (c) There are forms of rocks other than the peridotite that can absorb greenhouse gases which can potentially harm the environment.
  - (d) In the Omani desert, peridotite rocks are found 20 km below the crust of the earth in its upper mantle.
  - (e) Pumping the greenhouse gas emissions into the earth's crust would be a more environment-friendly venture than releasing it into the atmosphere.

## ANSWERS AND EXPLANATIONS

[The above format is often used in competitive examinations for specified idea and inference questions. This enables the test writer to give you more than one inference or fact in the answer statements, to make it a little more consuming than the other formats. When you attempt these questions learn to use the options well. Have a close look at the combinations in the options, so that you can avoid evaluating certain answer statements to save time and confusion. For example in the above question—If statement A is *not correct*, and hence *not* a part of the answer you can eliminate options (a, b) and (e), and if it is a part of the answer you can eliminate options (c) and (d). This makes your work easier.]

1. Option (a) (incorrect) states that building power stations close to places where there is an underground stratum of peridotite will help *minimize climate change*. This can happen implicitly only if the emissions are pumped into the underground peridotite and stopped from escaping into the atmosphere. Eliminate options (a, b) and (c). Between options (c) and (d) we need to evaluate only D because C is necessarily part of the answer as there is no option left without C. Statement D states “help minimize the harmful emissions”—this is incorrect because the passage does not imply that it will help minimize the emissions. Since the rocks absorb the emissions the harmful effect of the emissions may be reduced. Hence (c) becomes the answer. First, because there is no option left to choose. Next, because the deficiency of option (d) is rectified in option (c).

Option (a), B, and E (incorrect) are incorrect because they contain statements A and B. B, too, is incorrect because it will minimize the damages and not help generate clean power. Power generated will still be unclean. But the pollutants are absorbed by the rocks and prevented from harming the environment. Option (d) (incorrect) contains statement D and is eliminated as incorrect for the reason explained above. *Option (c) (answer)*—C only. C is supported by the passage for reasons explained above.

[In EXCEPT questions it would make better sense to look for the supported options rather than the unsupported one. In other words, it is better to evaluate all the options one by one quickly and decide whether each one is supported. When you do this an option may not be all that convincing. Retain this option as the possible answer and check the remaining options. If you find one more option that is not so convincing, retain that too. Finally compare the short listed options and make your choice for the answer.]

2. Option (a) (incorrect) is supported by the passage in the first sentence itself and in the last two paragraphs. (One way of helping to reduce emissions of carbon dioxide into the atmosphere is to pump the gas into underground caverns or old oil fields. And, "...it potentially provides a convenient carbon sink..." Option (b) (incorrect) is also supported by the passage because it states explicitly that transporting the rocks will also produce emissions (by transport vehicles). Option (c) (incorrect) is supported by the last few lines of the passage where it states that "nor is it the only rock with carbon-eating potential. The researchers are now looking at volcanic basalt in a new project in Iceland." Option (e) (incorrect) is supported by the passage because the first sentence itself states it almost explicitly. Besides, the part of the passage in brackets well supports this as it would help reduce emissions. (By drilling and fracturing the rock they believe they can start a process to increase the absorption rate by 100,000 times or more. They estimate this would allow the Omani outcrop, which extends down some 5km, alone to absorb some 4 billion tonnes of carbon dioxide a year, which is a substantial part of the annual 30 billion or so tonnes of the gas that humans send into the atmosphere, mostly by burning fossil fuels.) *Option (d)* (answer) is incorrect because the passage states that though peridotite rocks are found generally 20 km down, in the upper mantle tectonic forces have pushed them up to the surface in the Omani desert.

## ★ PASSAGE 3

IN THE summer of 1968, while youth was redefining itself in Paris, San Francisco and elsewhere, a committee at the Harvard Medical School was busy redefining the end of life. Following its recommendations, almost all rich countries adopted a definition of death based on the extinction of activity in the brain, rather than in the heart or any other organ. In some places, notably America, that means monitoring the brain's electrical chatter to make sure the whole organ has died. In others, such as Britain, the brain's stem is regarded as the crucial part. In this case simpler tests can be applied, such as whether a patient's pupils react to light. Either criterion, however, seems more reasonable than just registering a pulse, since it is the brain, not the heart, that makes the individual.

At the time, there were some objections to the change on religious grounds. But the western world's most organized religion, the Catholic church, did not object. It asked only for moral certainty that death applied to the whole being, and left the judgment of when that happened to the experts with the encephalograms. Forty years on, however, those experts are divided, and the church is under growing pressure to reject criteria based on brain death, and return to the alleged unambiguity of permanent cardiac arrest.

The debate has flared up ahead of a conference on organ donation that will be held in the Vatican in November. One of the triggers was an article in the Vatican's newspaper, L'Osservatore Romano, by Lucetta Scaraffia, a religious historian at La Sapienza University in Rome and a member of Italy's National Bioethics Committee. What worries Dr Scaraffia is that, as the demand for organs rises, doctors are under pressure to shift the line that divides life from death, so that they can get hold of organs for transplant at a time when they are more likely to be in a healthy condition.

One of the aims of the organizers of the conference, who include the Pontifical Academy for Life, which ponders these matters on behalf of the world's Catholics, is to discuss "the importance of spreading the culture of organ donation". Dr Scaraffia, however, believes the church is jumping the gun. First, she says, it must address the more difficult question of when a person can really be said to be dead. And other doctors, though not necessarily opposed to moving the line, agree the matter needs to be cleared up.

Antonio Spagnolo, a bioethicist at the University of Macerata, Italy, and an expert on the Catholic view of death, says that to violate the dead-donor rule would be to violate the primary duty of a doctor, which is not to inflict harm. The definition of death may have to evolve as science advances, Dr Spagnolo says, but doctors must continue to declare it based on "humanly reasonable certitude", and with no ulterior motive—a task, it may be noted, that once went to the priests.

1. Dr Scaraffia's position on death and organ donation is best represented by which of the following?
  - (a) She rejects the criteria based on brain death, and wants a return to the permanent cardiac arrest as the definition of death, before vital organs can be removed from a donor.
  - (b) She believes that the doctor and church have failed in their duty by violating the dead-donor rule without first defining with reasonable certitude what death means.
  - (c) She believes that the church must not promote the culture of organ donation unless the issue of what defines death is resolved in favour of brain death.
  - (d) She believes that the church may be unwittingly encouraging an immoral practice by accepting brain death as the definition of death and in encouraging the culture of organ donation.
  - (e) She believes that the prospect of having their vital organs removed while they are still alive might put people off from donating their organs; hence the church should not jump the gun by encouraging the culture of organ donation.
  
2. The writer is most likely to agree with which of the following?
  - (a) It is actually not the heart but the brain that makes the individual.
  - (b) Whether it is the electrical chatter of the brain or the pulse that confirms death, the issue has to be resolved before organ removal can be permitted.
  - (c) The Church has faltered in accepting brain death as the criterion for death; it should insist that the criterion be defined scientifically before promoting the culture of organ donation.

- (d) Generally, the end of the pulse that signifies the death of the heart as the definition of death of the individual is a reasonable one.
- (e) Some bioethicists reckon that the definition of death is starting to include the living. Some reckon that it should.

## ANSWERS AND EXPLANATIONS

[The question is based on a particular part of the passage. In such cases it is very easy to go back to the passage and find the relevant information. Read the part several times, understand it completely, analyse it from the point of view of the question; try to even mentally formulate an answer before going to the options. When the inference question is so specific (almost like a specified idea question) the options could throw you off. Hence read the relevant part of the passage several times before evaluating the options.]

1. Option (a) (incorrect) is incorrect because she does not want a return to the cardiac arrest criterion. Her position is simply that have a clear definition of death before promoting the culture of organ donation. Otherwise the church is 'jumping the gun'. Option (incorrect) is also not sustainable because the passage attributes this view not to Dr Scaraffia, but to Antonio Spagnolo. Option (c) (incorrect) states that she wants the issue to be resolved in favour of which is incorrect. Option (e) (incorrect) is unsubstantiated. There is no information in the passage which can support this; besides she is more bothered about the doctor's rushing to remove the vital organs than about people not wanting to donate their organs. Option (d) (answer) is the best supported by the passage. She is worried about doctors trying to "to shift the line that divides life from death, so that they can get hold of organs for transplant at a time when they are more likely to be in a healthy condition" -which justifies the 'immoral practice' in the option. When she says the church is 'jumping the gun' she implies that the church has accepted the brain death criterion. The conference is to promote the organ donation culture. All this makes option her justifiable.

[The inference about the writer's view point will require you to first identify the parts of the passage where the writer expresses his view. Identify the parts, read those parts carefully, try to understand the stand the writer may take, and then answer the question]

2. A careful reading of the passage will show that at no place in the passage has the writer expressed his/her personal view point or opinion. The style is entirely that of reportage. S/he merely presents the differing viewpoints and other facts relevant to the case. Option (a) (incorrect) is not the writer's point of view but of a section of the people who are seized of this issue. Option (b) and (c) (incorrect) are incorrect because they are not the point of view of the writer but those of people like Dr Scaraffia. And readers have no information or pointers about what the writer thinks about them. Option (d) (incorrect) is mentioned in the passage as a part of the debate in bioethics—whether it is the heart or the brain that defines death. Again, what the writer's perspective is or whether s/he would agree/disagree is uncertain and data inadequate. Option (e) (answer) is the best option, and in a way summarizes the passage; this is in brief what the essay is all about; hence the writer cannot disagree.

## ★ PASSAGE 4

GEORGE KENNAN, the dean of American diplomats, called "The Gulag Archipelago", Alexander Solzhenitsyn's account of Stalin's terror, "the most powerful single indictment of a political regime ever to be levied in modern times". By bearing witness, Solzhenitsyn certainly did as much as any artist could to bring down the Soviet system, a monstrosity that crushed millions of lives. His courage earned him imprisonment and exile. But his death on August 3rd prompts a question. Who today speaks truth to power—not only in authoritarian or semi-free countries such as Russia and China but in the West as well?

The answer in the case of Russia/itself is depressing. Russia's contemporary intelligentsia—the should-be followers of the example of Solzhenitsyn, Sakharov and the other dissident intellectuals of the Soviet period—is

not just supine but in some ways craven. Instead of defending the freedoms perilously acquired after the end of communism, many of Russia's intellectuals have connived in Vladimir Putin's project to neuter democracy and put a puppet-show in its place. Some may genuinely admire Mr Putin's resurrection of a "strong" Russia (as, alas, did the elderly Solzhenitsyn himself). But others have shallower motives.

In Soviet times telling the truth required great courage and brought fearful consequences. That is why the dissidents were a tiny minority of the official intelligentsia which the Soviet Union created mainly in order to build its nuclear technology. Today it is not for the most part fear that muzzles the intellectuals. Speaking out can still be dangerous, as the murder in 2006 of Anna Politkovskaya, an investigative journalist, showed. But what lurks behind the silence of many is not fear but appetite: an appetite to recover the perks and status that most of the intelligentsia enjoyed as the Soviet system's loyal servant.

**1.** The writer is most likely to agree with which of the following?

- (a) Intellectuals in the Soviet Union are no more interested in speaking against the Soviet repression of people.
- (b) Intellectuals in the West do not condemn the Soviet Union as they lack the courage to do so.
- (c) In Russia, China, and the West contemporary intelligentsia lack the courage that Solzhenitsyn once showed.
- (d) In Russia, China, and the West contemporary intelligentsia lack the courage to "speak truth to power" for the fear of being killed.
- (e) Putin is able to resurrect a strong and democratic Russia the way the elder Solzhenitsyn had done.

**2.** Which of the following can be inferred from the passage about the intelligentsia of the erstwhile Soviet Union?

- (a) They were loyal to the system and enjoyed the patronage of the establishment.
- (b) They were anti-establishment and brought about a collapse of the system.
- (c) They were courageous and upheld the values preached by Alexander Solzhenitsyn.
- (d) They tried to strengthen democracy in the Soviet Union.
- (e) They were not afraid to speak against the system and defended individual liberty.

### ANSWERS AND EXPLANATIONS

[For the 'most likely to agree' questions the clues (more often than not) will have to be taken from the options before going back to the passage and checking. More than one part of the passage will have to be checked. The options will give us the clue as to which part of the passage is relevant to the option. A further reading of this part will be sufficient to decide whether the inference is supported by the passage or not. You will have to decide about each option in such questions i.e., you will check the options one by one and then short list the likely ones; then evaluate the shortlisted ones seriously to ensure accuracy.]

1. Option (a) (incorrect) is less likely to be the answer because or 'no more interested'. The passage does not imply that they are not interested, but towards the end states that because of their pursuit of 'perks' they do not do so. Option (b) (incorrect) is also not sustainable as there is nothing in the passage to support the attitude of the West's intelligentsia towards the Soviet Union. Option (d) (incorrect) is not correct because it talks about 'the fear of being killed'—whereas the writer suggests that it is not this fear but their pandering to the system that has made the intelligentsia 'craven'. Option (e) (incorrect) is also not acceptable because the passage does not imply that the Russia that Putin has resurrected is "democratic, though strong is true. Option (c) (answer) is supported by the passage in the first paragraph itself. "Who today speaks truth to power—not only in authoritarian or semi-free countries such as Russia and China but in the West as well?" this question is asked after referring to Solzhenitsyn's courage. Again he talks about Russian intellectuals being 'craven' (cowardly). Thus it is possible to infer that this applies to intelligentsia in China and the West as well. Option (c) is thus supported.

[Certain inference questions can implicitly evoke facts from history. An objection raised against such questions is that it requires general awareness to answer it. This objection is not warranted. Comprehension of a passage will actually include some historical, political, or conceptual awareness. For example, if the passage is about communism, we cannot understand the passage unless we know what communism means. Or, if a passage is about 'black holes', some awareness of popular science is needed to understand it. This is not general awareness but comprehension, in the context of that passage. In other words some background reading and familiarity with the subject may be necessary to understand the passage well.]

2. Option (b) (incorrect) is not the answer because it is contrary to the implications in the passage. The parts of the passage that are relevant to this questions are: "Russia's contemporary intelligentsia—the should-be followers of the example of Solzhenitsyn, Sakharov and the other dissident intellectuals of the Soviet period—is not just supine but in some ways craven", and "But what lurks behind the silence of many is not fear but appetite: an appetite to recover the perks and status that most of the intelligentsia enjoyed as the Soviet system's loyal servant." What is inferable is contrary to the passage. Option (c) (incorrect) could be, if at all, applied to the dissident intellectuals mentioned and not to the intelligentsia as a whole. Option (d) (incorrect) is contrary to the passage—by implication this is not true either of the current or the erstwhile intelligentsia. Option (e) (incorrect) is incorrect because they were not defenders of liberty but supporters of system of repression. Option (a) (answer) is supported by the parts of the passage quoted above. The intelligentsia wants to *recover the perks and status* implies at sometime in the past they had enjoyed it and then lost. The 'should-be followers' implies that they are supporters of the system unlike Solzhenitsyn etc.

### ★ PASSAGE 5

MANY will know that the word "muscle" comes from the Latin for "mouse" (rippling under the skin, so to speak). But what about "chagrin", derived from the Turkish for roughened leather, or scaly sharkskin. Or "lens" which comes from the Latin "lentil" or "window" meaning "eye of wind" in old Norse? Looked at closely, the language comes apart in images, like those strange paintings by Giuseppe Arcimboldo where heads are made of fruit and vegetables.

Not that Henry Hitchings's book is about verbal surrealism. That is an extra pleasure in a book which is really about the way the English language has roamed the world helping itself liberally to words, absorbing them, forgetting where they came from, and moving on with an ever-growing load of exotics, crossbreeds and subtly shaded near-synonyms. It is also about migrations within the language's own borders, about upward and downward mobility, about words losing their roots, turning up in new surroundings, or lying in wait, like "duvet" which was mentioned by Samuel Johnson, for their moment.

All this is another way of writing history. The Arab etymologies of "saffron", "crimson" and "sugar" speak of England's medieval trade with the Arab world. We have "cheque" and "tariff" from this source too, plus "arithmetic" and "algorithm"—just as we have "etch" and "sketch" from the Dutch, musical terms from the Italians and philosophical ones from the Germans. French nuance and finesse are everywhere. At every stage, the book is about people and ideas on the move, about invasion, refugees, immigrants, traders, colonists, and explorers.

This is a huge subject and one that is almost bound to provoke question-marks and explosions in the margins—soon forgotten in the book's sheer sweep and scale. A balance between straight history and word history is sometimes difficult to strike, though. There is a feeling, occasionally, of being bundled too fast through complex linguistic developments and usages, or of being given interesting slices of history for the sake, after all, of not much more than a "gong" or a "moccasin". But it is churlish to carp. The author's zest and grasp are wonderful. He makes you want to check out everything—"carp" and "zest" included. Whatever is hybrid, fluid and unpoliced about English delights him.

1. The passage supports which of the following inferences?
  - A. The meaning of certain English words evokes strong images.
  - B. Henry Hitchings's book on the history of English words is about the images that English words are associated with.

- C. The English words have mainly Italian, French, German, and Arab etymologies.
- D. Certain English words have close connection with history itself.
- (a) A and C only      (b) A and D only
- (c) B and C only      (d) B and D only
- (e) B, C, and D only
2. "A balance between straight history and word history is sometimes difficult to strike." Which of the following can be inferred from this statement of the writer?
- (a) The study of etymology is of help in understanding history.
- (b) History cannot be properly understood if one does not know the origin of words.
- (c) History of a language closely resembles the history of a word.
- (d) Historically, thousands of words are borrowed into a language from other languages.
- (e) Every word in any language has a well defined history.

### ANSWERS AND EXPLANATIONS

1. Inference A is supported by the last sentence of the first paragraph – “the language comes apart in images, like those strange paintings...”, and the writer quotes several examples like that of ‘eye of the wind’ etc. Hence A should be a part of the answer. The scoring option has to be either A or B. C is incorrect because the passage does not support the inference that English words “mainly have” the mentioned origins. Arab, Dutch etc. are some of the examples that the writer quotes. Inference b is incorrect because the first sentence of the second paragraph states to the contrary: *not that Henry Hitchings’s book is about verbal surrealism*. D is a well supported inference. The part that supports this inference is to be found in the last paragraph – *a balance between straight history and word history is sometimes difficult to strike, though*. Hence the answer option should contain D as well. Hence options (a, c, d) and (e) are incorrect. Option (b) (answer) has the right combination of A and D.
2. The answer to this question can be found in the sentence that immediately follows the quoted one. “*There is a feeling, occasionally, of being bundled too fast through complex linguistic developments and usages, or of being given interesting slices of history for the sake, after all, of not much more than a “gong” or a “moccasin.”*” When this sentence is read in conjunction with the quoted sentence, the relationship between study of history and study of the history of words becomes clear—they are closely interlinked. If that is the case study of one should help in the study of the other. Option (b) (incorrect) can be eliminated because from what is stated above it is not necessary to know the origin of words to properly understand history. Option (c) (incorrect) is not correct because language and word are compared rather than history and word history. Option (d) (incorrect) is irrelevant to the quotation, and what is discussed in the passage about the relationship between history and word history. Option (e) (incorrect) talks only about a word and its history and does not relate to history in general. Option (a) (answer) states what the writer tries to signify through the quoted statement that interesting slices of history and word history are closely related in the reviewed book.

[A quotation in the question gives us a proper direction to read and to analyse. We then need to read that part and the surrounding part of the passage very carefully. Also, see if any other part of the passage is related to it. A quotation used in a question will always represent some significant aspect of the given passage. That is why the test writer feels tempted to set a question based on it. Bear this in mind when you see a question that repeats some information in the passage.]

## Logical Structure Questions

5

These questions are related to the structure of ideas in the passage and the reasoning displayed in the passage. These are questions that ask you to analyse the author’s logic, reasoning, or techniques. They may ask you to comment on the approach/style of the passage, the way the passage is developed, the assumptions of the writer, or the assumptions and inferences implicit in certain parts of the passage, why the writer uses a particular word or example etc. These are essentially reasoning questions. Some of them even ask you to weaken or strengthen the ideas in the passage like critical reasoning questions. In this book, the critical reasoning kind of logical structure questions are explained in the chapter on Application Question. A combination of the test taker’s comprehension and reasoning skills is tested through these questions.

You must understand that answering a logical structure question requires a very good comprehension of the passage (sometimes at least of the detail required to answer the question) and good analytical and reasoning skills. Hence be ready to spend sufficient time while answering these questions. The answer is not clearly stated or implied in the passage—and are generally to be found only in the options. Hence, before analyzing the options make sure that you have adequate comprehension of the details required to evaluate the options.

### ★ PASSAGE 1

December 7 marks the 67th anniversary of the Japanese attack on Pearl Harbor. Over the years, “the day of infamy” has become a classic reference point for galvanizing patriotic sentiment in America. In the wake of the September 11, 2001 terrorist attack, for example, analogies to Pearl Harbor were made frequently. But despite its central place in America’s collective memory, Pearl Harbor remains little understood. Why did Japan initiate such a seemingly self-destructive war in the first place? Aside from lessons that Japan must learn from its momentous decision, is there something to be learned by the United States as well?

The decision to attack Pearl Harbor was reached after five months of deliberations that included numerous official conferences. It was a gradual process in which more sympathetic, albeit firm, US engagement might have helped sway Japan in a different direction. In fact, Japanese government opinion was so divided that it is surprising that it was able to unite in the end.

Many in the Japanese Army initially regarded the Soviet Union as the main threat facing the country. Others saw the US as the primary enemy. Some were concerned with more abstract, ideological enemies, such as Communism and “Americanism,” while there were also voices highlighting the menace of the “white race” (including Japan’s allies, Germany and Italy) against the “yellow race.”

Then there were those who preferred not to fight any enemy at all, particularly the US, whose long-term war-making power, the government knew, far surpassed Japan’s own. The tactical mastermind of the Pearl Harbor operation, Admiral Isoroku Yamamoto, was one of them.

Over the course of the summer of 1941, events slowly tilted Japan towards the possibility of war with the West. But Pearl Harbor was in no way inevitable. Germany’s attack on the Soviet Union compelled Japan in July 1941 to prepare a plan of attack. Although it made clear Japan’s desire to take advantage of the European conflict and gain a foothold in the European colonies in Southeast Asia, the plan was not clear about who constituted Japan’s true enemy.

Japan’s military thrust into Southeast Asia led President Franklin Delano Roosevelt’s administration to impose sanctions. The US froze Japanese assets, an example followed by Britain and the Dutch East Indies. When Japan responded by taking over southern French Indochina, the US retaliated by imposing an embargo on oil exports to Japan. Rather than telling Japan that the US was determined to search for a diplomatic solution, America’s

categorical reaction confirmed it to the Japanese as an arrogant and conceited enemy. Moreover, by transferring its Pacific Fleet from San Diego to Pearl Harbor, the US encouraged the Japanese understanding that the US fully anticipated war with Japan.

World War II in the Pacific finally came about for many different reasons. But it was, above all, the sense of encirclement and humiliation that united the deeply divided Japanese government. Feeling defeated by a series of failed approaches to the US, including an overture to hold direct talks with Roosevelt, Prime Minister Fumimaro Konoe resigned on October 16, making hard-line Army Minister Hideki Tōjō his successor.

The high-handed tone of the Hull Note of November 26, demanding Japan's withdrawal of all its troops from China, was a final blow to the moderates in Japan's government, who still hoped for diplomatic negotiations. By this time, many policymakers were convinced that the US was not ready to hear them out. It was ultimately in the name of saving Asia for all Asians from what was regarded as Western arrogance that the government united to wage war. On December 1, it was decided that the war would commence in six days.

There were legitimate historical reasons for Japan to feel humiliated on the eve of war. The gunboat diplomacy that resulted in the opening of Japan and unequal treaties in the mid-19th century was but a beginning. More immediately, the Great Depression and the subsequent compartmentalization of the world into economic blocs also worked to the advantage of the already powerful. Coupled with the economic hardship of the interwar years were instances of racial prejudice in the US that aimed at preventing Japanese immigration. United by this long-simmering and humiliating sense of exclusion, Japanese policymakers, whatever their differences, stumbled toward the December 1 decision to go to war.

With almost 70 years of hindsight, Pearl Harbor should offer some lessons for US foreign policy today. Despite obvious differences between Pearl Harbor and recent Islamist terrorist tactics, they show the common desire of self-proclaimed Davids to topple their Goliaths in a clearly lop-sided battle. These Davids depend on Western technologies to overcome imbalances of power, and are driven by a sense of real or imagined humiliation.

But no matter how strong and historically justified such grievances may be those who resort to murderous tactics must be condemned. However, high-handedness and tough talk alone are an inadequate response, for this approach further humiliates those who already feel humiliated, and alienates those who might otherwise proffer a more moderate voice. Diplomacy no longer works with terrorism, but it can help to prevent it by dealing carefully with potentially hostile states. With global expectations mounting for a fresh start in US foreign policy, it is vital not just to remember, but to understand the attack on Pearl Harbor. (*Passage reproduced with permission from Project Syndicate. www.project-syndicate.org*)

1. How does the writer draw a comparison between the Japanese attack on Pearl Harbor and the recent terrorist tactics?
  - (a) By suggesting that both arose out of a mishandling of peoples' nationalist and religious sentiments by western nations.
  - (b) By arguing that both the recent incidence of terrorist acts and the Japanese attack on Pearl Harbor could have been avoided through diplomatic efforts.
  - (c) By suggesting that both arose out of the mishandling by one group, with its tough talk and high handedness, of the real or perceived humiliation of another group.
  - (d) By establishing that despite their obvious differences the Japanese attack on Pearl Harbor and the recent terrorist activities are efforts to overcome imbalances of power.
  - (e) By arguing that both arose out of economic and social sanctions imposed on a group that perceives itself humiliated and alienated.
  
2. In the context of the passage, what significance does the author attribute to the resignation of Prime Minister Fumimaro Konoe?
  - (a) It signified the failure of the humiliated and encircled Japan against the west.
  - (b) It signified the beginning of World War II in the Pacific.
  - (c) It reinforced among Asians what was regarded as Western arrogance.
  - (d) It signified the failure of the moderate elements in Japan to avoid war.
  - (e) It helped Japan to unite and to decide to declare war against the US on December 7.

3. "Why did Japan initiate such a seemingly self-destructive war in the first place?" Which of the following accurately explains the meaning of 'seemingly' as used in the passage?
  - (a) A mere appearance that is not borne out by rigorous examination.
  - (b) A false impression based on deceptive resemblance or faulty observation.
  - (c) A discrepancy between a declared aim or reason and the true one.
  - (d) Presence of visible signs that lead one to a definite conclusion.
  - (e) A character in the thing observed that gives it the appearance but points to something else.

## ANSWERS AND EXPLANATIONS

1. The answer to this question cannot be found in any particular part of the passage. The comparison between the Japanese attack on Pearl Harbor and terrorist tactics is quite clearly established in the passage. However, we are asked to comment on the method that the writer has used. The writer's effort is *not* to draw a clear parallel between the stated historical events. The writer's purpose as stated in the last sentence of the passage seems to be "it is vital not just to remember, but to understand the attack on Pearl Harbor", and "Aside from lessons that Japan must learn from its momentous decision, is there something to be learned by the United States as well?"—suggesting that both the events are mishandled by international (Western) communities. In the process the writer also admits that comparison is not possible between terrorism and Pearl Harbor—that diplomacy will not work for terrorism. However, tough talk and highhandedness add fuel to the fire rather than quell nerves—Pearl Harbor is a historical lesson. Though Japan was not united in making the decision to attack, it is the west's highhandedness and tough talk that forced Japan to unite against the humiliation and declare war against the US, and attack Pearl Harbor.

Option (a) (incorrect) is not the answer because it talks too specifically about nationalist and religious sentiments whereas the passage does not emphasize religious sentiments at all. Option (b) (incorrect) is not the answer because it is contrary to the passage in stating that terrorism could be avoided through diplomacy. Option (d) (incorrect) is too specific in mentioning imbalances of power—though true, imbalances of power (without real or perceived humiliation) may not act as sufficient cause to either terrorism or war, as the passage suggests. Option (e) (incorrect) is also too specific about he sanctions which are only part of the humiliation in one case (Pearl Harbor) and is not applicable to the other (terrorism). Option (c) (answer) states the way in which these events are compared and the writer's purpose for the comparison.

2. The answer is based on a specific detail in the passage, but asks you to identify its importance in the overall development of the passage. This example question must make it clear to you the kind of questions that is classified as logical structure questions. All of them are not essentially difficult. The two paragraphs where the resignation is written about should give you the answer if the details are understood in the light of the passage. The passage describes how Japan in spite of itself was forced into declaring war against the US. Several factors are mentioned. "Feeling defeated by a series of failed approaches to the US, including an overture to hold direct talks with Roosevelt, Prime Minister Fumimaro Konoe resigned on October 16, making hard-line Army Minister Hideki Tōjō his successor. The high-handed tone of the Hull Note of November 26, demanding Japan's withdrawal of all its troops from China, was a final blow to the moderates in Japan's government, who still hoped for diplomatic negotiations." Though the final blow to the moderates was dealt by the Hull note, the resignation also signified the failure of the moderates that the PM represented.

Option (a) (incorrect) is not correct because it makes it appear that Japan failed against the west, whereas the passage does not state anything to this effect. The passage merely traces the history behind Pearl Harbor attack. Option (b) (incorrect) is historically incorrect, and nothing to this effect is suggested by the passage. Option (c) (incorrect) is beside the point. The passage does not state that the resignation reinforced this among all Asians. The passage states 'saving Asians from western arrogance' as the reason for the war, and is not related to the resignation. Option (e) (incorrect) is not the answer because the resignation did not specifically unite the Japanese or unite them against the US. This unity was a result of constant humiliation suffered by the Japanese, and the writer traces it over decades—from the mid-19<sup>th</sup> century. Option (d)

(answer) states the significance as it is implied by the author—that the moderates' attempts at conciliation were rebuffed by the US.

3. The question asks you to identify the exact intention of the writer in using the word *seemingly*. If you thought it was a vocabulary question, you were only partly right. More than the meaning the test writer is asking you to identify the word's contribution to the passage. The passage states the following, "But despite its central place in America's collective memory, Pearl Harbor remains little understood. Why did Japan initiate such a seemingly self-destructive war in the first place? Aside from lessons that Japan must learn from its momentous decision, is there something to be learned by the United States as well?" If it is 'little understood', the self destruction as may be generally understood is not the complete picture. If there are lessons to learn for both the parties, there are deeper things to understand—the appearance points to something else, which is hidden or not clearly understood. Option (a) (incorrect) is false as self destruction will be borne out even after rigorous examination. Option (b) (incorrect) is incorrect because it is not actually a false impression—the impression that it is self destructive is not false, but actual. Option (c) (incorrect) is incorrect because the declared aim is not self destruction. Option (d) (incorrect) is not the answer because it says a definite conclusion—the writer does not imply that self destruction is a definite conclusion; if it is a definite conclusion the word *seemingly* need not be used by the writer. Option (e) (answer) provides the best explanation for the use of the word. Options are, perhaps, very close in this question. You need to reason out using your understanding of the passage.

## ★ PASSAGE 2

We are all Keynesians now. Even the right in the United States has joined the Keynesian camp with unbridled enthusiasm and on a scale that at one time would have been truly unimaginable.

For those of us who claimed some connection to the Keynesian tradition, this is a moment of triumph, after having been left in the wilderness, almost shunned, for more than three decades. At one level, what is happening now is a triumph of reason and evidence over ideology and interests.

Economic theory had long explained why unfettered markets were not self-correcting, why regulation was needed, why there was an important role for government to play in the economy. But many, especially people working in the financial markets, pushed a type of "market fundamentalism." The misguided policies that resulted—pushed by, among others, some members of US President-elect Barack Obama's economic team—had earlier inflicted enormous costs on developing countries. The moment of enlightenment came only when those policies also began inflicting costs on the US and other advanced industrial countries.

Keynes argued not only that markets are not self-correcting, but that in a severe downturn, monetary policy was likely to be ineffective. Fiscal policy was required. But not all fiscal policies are equivalent. In America today, with an overhang of household debt and high uncertainty, tax cuts are likely to be ineffective (as they were in Japan in the 1990's). Much, if not most, of last February's US tax cut went into savings.

With the huge debt left behind by the Bush administration, the US should be especially motivated to get the largest possible stimulation from each dollar spent. The legacy of underinvestment in technology and infrastructure, especially of the green kind, and the growing divide between the rich and the poor, requires congruence between short-run spending and a long-term vision.

That necessitates restructuring both tax and expenditure programs. Lowering taxes on the poor and raising unemployment benefits while simultaneously increasing taxes on the rich can stimulate the economy, reduce the deficit, and reduce inequality. Cutting expenditures on the Iraq war and increasing expenditures on education can simultaneously increase output in the short and long run and reduce the deficit.

Keynes was worried about a liquidity trap—the inability of monetary authorities to induce an increase in the supply of credit in order to raise the level of economic activity. US Federal Reserve Chairman Ben Bernanke has tried hard to avoid having the blame fall on the Fed for deepening this downturn in the way that it is blamed for the Great Depression, famously associated with a contraction of the money supply and the collapse of banks.

And yet one should read history and theory carefully: preserving financial institutions is not an end in itself, but a means to an end. It is the flow of credit that is important, and the reason that the failure of banks during

the Great Depression was important is that they were involved in determining creditworthiness; they were the repositories of information necessary for the maintenance of the flow of credit.

But America's financial system has changed dramatically since the 1930's. Many of America's big banks moved out of the "lending" business and into the "moving business." They focused on buying assets, repackaging them, and selling them, while establishing a record of incompetence in assessing risk and screening for creditworthiness. Hundreds of billions have been spent to preserve these dysfunctional institutions. Nothing has been done even to address their perverse incentive structures, which encourage short-sighted behaviour and excessive risk taking. With private rewards so markedly different from social returns, it is no surprise that the pursuit of self-interest (greed) led to such socially destructive consequences. Not even the interests of their own shareholders have been served well.

Meanwhile, too little is being done to help banks that actually do what banks are supposed to do—lend money and assess creditworthiness.

The Federal government has assumed trillions of dollars of liabilities and risks. In rescuing the financial system, no less than in fiscal policy, we need to worry about the "bang for the buck." Otherwise, the deficit—which has doubled in eight years—will soar even more.

In September, there was talk that the government would get back its money, with interest. As the bailout has ballooned, it is increasingly clear that this was merely another example of financial market's misappraising risk—just as they have done consistently in recent years. The terms of the Bernanke-Paulson bailouts were disadvantageous to taxpayers, and yet remarkably, despite their size, have done little to rekindle lending.

The neo-liberal push for deregulation served some interests well. Financial markets did well through capital market liberalization. Enabling America to sell its risky financial products and engage in speculation all over the world may have served its firms well, even if they imposed large costs on others.

Today, the risk is that the new Keynesian doctrines will be used and abused to serve some of the same interests. Have those who pushed deregulation ten years ago learned their lesson? Or will they simply push for cosmetic reforms—the minimum required to justify the mega-trillion dollar bailouts? Has there been a change of heart, or only a change in strategy? After all, in today's context, the pursuit of Keynesian policies looks even more profitable than the pursuit of market fundamentalism!

Ten years ago, at the time of the Asian financial crisis, there was much discussion of the need to reform the global financial architecture. Little was done. It is imperative that we not just respond adequately to the current crisis, but that we undertake the long-run reforms that will be necessary if we are to create a more stable, more prosperous, and equitable global economy. (Passage reproduced with permission from Project Syndicate. [www.project-syndicate.org](http://www.project-syndicate.org))

- Why does the writer say that the policies pursued by people working in the financial markets were "misguided"? (3rd paragraph)
  - Because these policies did not take into account the costs that they inflicted on developing countries.
  - Because these policies did not take into account the dynamism of market fundamentalism.
  - Because these policies were diametrically antithetical to those of Keynesian tradition.
  - Because these policies did not take into account the prospect of a severe downturn in the economy.
  - Because these policies did not recognize that government intervention was not needed for markets to function smoothly.
- In the paragraph 9, why does the writer refer to America's big banks as "dysfunctional institutions"?
  - Because they were too large to function.
  - Because they had moved away from the basic functions of a bank.
  - Because they did not serve even the interests of their shareholders well.
  - Because they were not competent in assessing risk and in screening credit worthiness.
  - Because the government had to spend hundreds of billions to preserve them.
- Which of the following best describes the relation of the first paragraph to the passage?
  - The first paragraph puts forward the argument that the writer proves through examples.
  - The first paragraph makes an observation and traces the events leading to it.

- (c) The first paragraph states an event that the writer analyses in the essay as unwarranted.
- (d) The first paragraph makes an argument which the writer then defends by analysing the possible counterarguments.
- (e) The first paragraph makes a point of view which the writer then substantiates.

## ANSWERS AND EXPLANATIONS

1. A question that asks a *why* is always a logical structure question. You will almost never find another place in a competitive exam where a *why* is asked. The reason may be either stated or implied in the passage. Then it is necessary to go to the part of the passage where the reference occurs.

In the above case the referred part occurs in the third paragraph. The policy of ‘market fundamentalism’ gave rise to the ‘misguided policies’. Those who pursued these policies later realized they were wrong when the ill effects of these policies began to be felt by developed nations. Earlier, only developing nations had experienced these ill effects. The writer then states in the next paragraph that Keynes had known this all along that during a downturn mere monetary policy (‘misguided policies of the financial markets’) would not be enough, but government intervention in the form of fiscal policy would also be required to deal with the situation. Hence the writer suggests that not being aware of the need for a fiscal policy was the mistake of the financial markets. That is why the policies they followed were ‘misguided’. They believed that mere monetary policy was enough—even to deal with a downturn in the economy.

Option (a) (incorrect) is not the answer because the passage does not state this as a reason for the policies being misguided, but merely that these policies have inflicted enormous costs on the developing countries. Option (b) (incorrect) is incorrect because it is even contrary to the passage. It states that these ‘misguided’ policies were rooted in market fundamentalism. Option (c) (incorrect) is not the answer because it fails to answer the question—what is antithetical to Keynes’s theories need not be misguided; besides, the passage does not imply that these policies were antithetical to Keynes’s. Option (e) (incorrect) is contrary to the passage. The passage states that these policies assumed that markets were self correcting and government intervention was not needed. The option states the opposite. Option (d) (answer) states the reason why the writer calls them misguided—because they failed to understand that during a downturn markets cannot correct themselves and government intervention may be needed—in other words they failed to take into account the prospect of a downturn.

2. The answer is to be understood from the paragraph in which the reference occurs and from the paragraph following it. The passage states, “America’s big banks moved out of the “lending” business and into the “moving business”, and in the next paragraph, “too little is being done to help banks that actually do what banks are supposed to do—lend money and assess creditworthiness.” The reason for the writer referring to them as dysfunctional is that they were not doing what banks were primarily supposed to do. The primary function of the bank is stated to be to lend money and to assess credit worthiness—they became dysfunctional as they moved away from this function and into the ‘moving business’. As a result of their ‘dysfunctionality’, government had to spend hundreds of billions to preserve them. Option (a) (incorrect) is incorrect because the banks being too large is not implied by the writer as the reason. Option (c) (incorrect) does not answer the question because the writer’s objection is not primarily to the banks’ not serving the interests of their shareholders, but to the fact they are not any longer focused on their primary function. Option (d) (incorrect) can be eliminated as contrary to the passage. The option states that the banks were ‘not incompetent’ whereas the passage states they were incompetent. Option (e) (incorrect) does not make the writer call the banks dysfunctional—the banks were dysfunctional for a different reason, which necessitated government intervention (in form of billions of dollars of assistance) to preserve them. Option (b) (answer) states why the writer refers to America’s big banks as ‘dysfunctional’.

3. We need to comment on the structure of the passage in this Logical Structure question. Without paying attention to the way the writer has developed the passage, it is not possible to comment on the relation of the first paragraph to the whole passage. The first paragraph states: We are all Keynesians now. Even the right in the United States has joined the Keynesian camp with unbridled enthusiasm and on a scale that at one time would have been truly unimaginable.

When we read the first sentence of each paragraph we can understand that the writer is analysing event after event and trying to understand why this movement towards Keynesian theory has occurred away from the ‘market fundamentalism’ especially in the last “three decades”. The downturn in the economy is almost taken for granted and assumed to be understood by the reader. Hence the essay is an attempt to why the downturn has forced economists to re-evaluate their policies and in the process discover that Keynes had almost foreseen this. Option (a) (incorrect) talks about proving the first paragraph through examples which is incorrect. The writer talks about events not as examples but as consequences of short sighted policies. Option (c) (incorrect) states that the author sees it as unwarranted which is not true. Option (d) (incorrect) states that the author is trying to defend counter arguments. The author does not advance or anticipate any counterarguments in the passage but merely states the obvious in the light of what is happening in the economies of the world, especially US. Option (e) (incorrect) may be considered for the answer but is rather vague in merely stating that ‘the writer then substantiates’. How he substantiates is stated in option (b). Option (b) (answer) correctly describes the relationship of the first paragraph to the essay.

## ★ PASSAGE 3

Sixty years ago this week, the United Nations adopted the Universal Declaration of Human Rights, the first international proclamation of the inherent dignity and equal rights of all people. To this day, the Universal Declaration remains the single most important reference point for discussion of ethical values across national, ideological, and cultural divides.

Yet the Declaration’s enlightened vision of individual freedom, social protection, economic opportunity and duty to community is still unfulfilled. Tragically, genocide is happening again, this time in Sudan. A heightened security agenda since the attacks on the United States in September 2001 has included attempts to legitimize the use of “extraordinary rendition” (the movement between countries of prisoners and suspects without due process of law) and torture.

For women around the world, domestic violence and discrimination in employment are a daily reality. Minorities suffer stigma, discrimination, and violence in developed and developing countries. The right to information is denied to millions through censorship and media intimidation.

Poverty is our greatest shame. At least one billion very poor people, 20% of humanity, are daily denied basic rights to adequate food and clean water. While gross inequalities between rich and poor persist, we cannot claim to be making adequate progress toward fulfilling the ambitions set down 60 years ago.

As we mark this anniversary, the question is how to protect the inherent dignity and equal rights of all people. A key part of the answer lies in more effective systems of accountability, so that rights are recognized and laws enforced. Yet if we take a long, hard look at what has been achieved over the past six decades—and at what remains resistant to all our efforts –then it is also clear that this will not be enough.

The deepest challenges of discrimination, oppression, injustice, ignorance, exploitation, and poverty cannot be addressed through the law or policy alone. If we are to make reforms sustainable and ensure that they truly protect human rights, we need effective institutions of government.

Poorly equipped or corrupt institutions are a primary obstacle to the effective protection and promotion of human rights. In recent years, billions of dollars have been invested by governments, businesses, and private philanthropy in fighting poverty in poor countries. Millions of people have benefited. Yet those involved have recognized publicly that without greatly improved institutional capacity—for example, well-resourced and competent local and national health systems –further progress will be limited.

Similarly, billions of people are today unable to access or protect their legal rights because judicial and law enforcement systems are impoverished or lack integrity. Changing this will require massive investment in courts, judicial officials, police, prison systems, social ministries, and parliaments, as well as in national human rights institutions and other official monitoring bodies.

Nothing on this anniversary is more important than to urge our leaders to recognize the scale of the task and commit to sustained action to build institutional capacities to protect human rights, starting in their own countries. As world leaders race to address the current global economic crisis, it may seem unrealistic to be calling for large and long-term investments of this kind.

But, while stabilizing the international financial system is important, doing so won't solve wider challenges of governance. Human rights cannot be realized in the absence of effective institutions. Where courts and police are corrupt, over-burdened and inefficient, basic civil rights will be violated. Where social ministries are under-resourced, disempowered, or lack qualified staff, basic rights to adequate health care, education, and housing will remain unfulfilled.

Even the world's richest nation, the United States, struggles to implement much needed reforms for some of its most important social institutions—including its health and education systems. Think how much more difficult this challenge is for the world's developing nations. Making progress is a great test of political maturity. It is, nevertheless, essential if we are to make rights a reality for all.

Over the past year, as members of The Elders—a group of leaders formed under Nelson Mandela's inspiration—we have been working with a range of partner organizations to send a human rights message to the world through the Every Human Has Rights Campaign. Thanks to this collective effort, tens of thousands of individuals—and millions more through schools, community groups, trade unions, and civil society organizations—have come to identify again, or for the first time, with the goals of the Universal Declaration of Human Rights. This is reason for hope.

We have better tools to communicate and demand justice than any generation before us. We have global goals and shared destinies that connect us. What is needed now are leadership, resources, a greater sense of urgency, and commitment to the long-term efforts that must dedicated to ensuring that the rights enshrined in the Universal Declaration are not only recognized universally, but respected as well. (*Passage reproduced with permission from Project Syndicate. www.project-syndicate.org*)

1. In the passage, the author anticipates which of the following as a possible objection to his argument?
  - (a) Governments may take the stand that the Universal Declaration of Human Rights is no more relevant in the changed conditions, after September 2001.
  - (b) Governments may cite statistics to prove that enough is being done to protect human rights.
  - (c) Governments may cite resource crunch as a reason for their inability to invest in institutions to protect human rights.
  - (d) Even the United States, the world's richest nation, has not been able to adequately reform its social institutions.
  - (e) Nations have made adequate progress in the area of human rights in the last 60 years.
2. The author's main point is argued by ...
  - (a) Stating the existence of a problem and by offering an alternative course of action than the ones that are already implemented.
  - (b) Demonstrating that the proposed solutions are the best that can be arrived at.
  - (c) Expressing a point of view and by proving that views contrary to those of the author are unfounded.
  - (d) Reinforcing the existence of a problem through examples and by suggesting possible solutions to that problem.
  - (e) Criticising predetermined mindsets.
3. The author of the passage discusses the example of United States (in paragraph 11) in order to
  - (a) point out that resources alone cannot help nations to address their human rights concerns.
  - (b) suggest that human rights cannot be realized in the absence of effective social institutions.
  - (c) highlight that developing nations will have to strive harder to make rights a reality for its citizens.
  - (d) introduce the point that governments lack political will to address issues related to human rights.
  - (e) neutralize the argument that rich nations have effectively addressed the issue of human rights.

## ANSWERS AND EXPLANATIONS

1. The question asks you to identify an objection that the writer anticipates (without stating it) and has hence tried to counter in his essay. The answer may have to be worked out from the options backwards. From what the writer has written, does it appear that he was counter arguing the first option? The writer seems to take it

for granted (rightly) that the protection of human rights is relevant and important. He does not at any point in the passage try to counter this point. Hence option (a) (incorrect) is not supported by the passage. The passage does state that governments and others have invested billions of dollars for the protection of human rights and many have benefitted, but the writer reminds us that this has not been sufficient. Beyond this the writer does not pursue this point. Hence option (b) is (incorrect) is not an argument that he anticipates. If he had, he would give more statistics to prove that the benefits are insignificant. Option (d) (incorrect) is stated in the passage merely to point out that the task of protecting human rights is enormous and it is not mentioned as a point that he wants to refute. Option (e) (incorrect) is similar to option (a)—the writer does not anticipate this objection—he rather takes it for granted that the readers and the authorities would concur with his views. In the paragraph beginning, "Nothing on this anniversary is more important than to urge our leaders to recognize ...." And in the next paragraph the writer is trying to convince the readers and governments that no other problem, especially resource crunch, in the face of 'global economic crisis' should override the importance and urgency of human rights because "while stabilizing the international financial system is important, doing so won't solve wider challenges of governance...". Hence option (c) (answer) is an objection anticipated by the writer.

2. The question asks you to comment on the technique used by the writer. Main idea questions ask you to identify the main point; logical structure questions ask you to identify how the main point is developed. You could read each option and analyse whether the structure of the passage conforms to what is stated in the option. The passage brings into play the United Nations' Universal Declaration of Human Rights, and states various examples to show that those goals have not been achieved and problems persist. This is the first part of the essay. Then the writer is suggesting what should be done by governments to realize the goals of human rights. Option (a) (incorrect) is not quite supported because it talks about *alternative* solutions—the passage is talking about solutions. Option (b) (incorrect) similarly states that the author is arguing that his solutions are the best—he merely exhorts the governments to treat the issue of human rights more seriously than they are doing. Option (c) (incorrect) talks about proving contrary views as unfounded, whereas the writer does not bother about contrary opinions. Option (e) (incorrect) mentions a criticism of predetermined mindsets which more or less is similar to option (c), hence is not correct. Option (d) (answer) explains the structure of the passage.
3. This question asks you examine why the writer has used a particular example or case. The relevant paragraph states: *Even the world's richest nation, the United States, struggles to implement much needed reforms for some of its most important social institutions—including its health and education systems. Think how much more difficult this challenge is for the world's developing nations. Making progress is a great test of political maturity. It is, nevertheless, essential if we are to make rights a reality for all.* The writer seems to suggest that even though a country may have the resources needed, realizing human rights is an uphill task. If countries like the United States are finding it difficult to reform its institutions, developing nations without such resources will find it even more difficult to achieve human rights. Nevertheless they must do it, for human rights are equally (if not more) important as mere economic progress. Option (a) (incorrect) distorts the reason for the writer citing this example. Option (b) (incorrect) is contrary to the writer's purpose, as his purpose is to make developing nations try harder rather than to suggest that it is impossible to realize human rights. Option (d) (incorrect) denigrates the government as lacking political will, whereas the writer is pointing out how difficult it is for a developed nation like the United States to reform the institutions. Option (e) (incorrect) is incorrect because there is no argument in the passage that rich nations have effectively addressed human rights concerns, the example is not cited to counter it. Option (c) (answer) briefly states the reason that the example of United States shows why developing nations will find it harder to realize human rights.

## ★ PASSAGE 4

Action painting is a direct, instinctual, and highly dynamic kind of art that involves the spontaneous application of vigorous, sweeping brushstrokes and the chance effects of dripping and spilling paint onto the canvas. The term was coined by the American art critic Harold Rosenberg to characterize the work of a group of American

Abstract Expressionists who utilized the method from about 1950. Action painting is distinguished from the carefully preconceived work of the "abstract imagists" and "colour-field" painters, which constitutes the other major direction implicit in Abstract Expressionism and resembles Action painting only in its absolute devotion to unfettered personal expression free of all traditional aesthetic and social values.

The works of the Action painters Jackson Pollock, Willem de Kooning, Franz Kline, Bradley Walker Tomlin, and Jack Tworkov reflect the influence of the "automatic" techniques developed in Europe in the 1920s and '30s by the Surrealists. While Surrealist automatism which consisted of scribblings recorded without the artist's conscious control, was primarily designed to awaken unconscious associations in the viewer, the automatic approach of the Action painters was primarily conceived as a means of giving the artist's instinctive creative forces free play and of revealing these forces directly to the viewer. In Action painting the act of painting itself, being the moment of the artist's creative interaction with his materials, was as significant as the finished work.

It is generally recognized that Jackson Pollock's abstract drip paintings, executed from 1947, opened the way to the bolder, gestural techniques that characterize Action painting. The vigorous brushstrokes of de Kooning's "Woman" series, begun in the early 1950s, successfully evolved a richly emotive, expressive style. Action painting was of major importance throughout the 1950s in Abstract Expressionism, the most influential art movement at the time in the United States. By the end of the decade, however, leadership of the movement had shifted to the colour-field and abstract imagist painters, whose followers in the 1960s rebelled against the irrationality of the Action painters.

1. The author refers to "Surrealist automatism" primarily in order to point out ...
  - that surrealists were the actual precursors to action painters.
  - the difference between the surrealist painters and the action painters.
  - that the action painting is a superior form of automatism.
  - the similarity between surrealists and action painters.
  - that action painting and surrealists use the same techniques.
2. The passage provides support for which of the following statements?
  - Action painting is merely an extension of the surrealist techniques.
  - In action painting the artist's personality is as important as the painting itself.
  - Action painting tries to capture creativity without the interference of the artist.
  - Action painting is irrational.
  - Action painting is only marginally different from surrealist paintings.
3. In the context of the passage the word 'spontaneous' (1st sentence) most closely corresponds to which of the following phrases?
  - proceeding from natural feeling or native tendency without external constraint
  - controlled and directed internally
  - produced without being planted or without human labour
  - developing without apparent external influence, force, cause, or treatment
  - not apparently contrived or manipulated

#### ANSWERS AND EXPLANATIONS

1. This question asks you to comment on the possible reason (given in the options) why the writer makes a comparison. The answer is evident in the second paragraph. The writer says that action painting was influenced by the surrealist techniques. Beyond this, the writer treats action painting as a genre with distinctive characteristics. Immediately in order that the reader should not think of action painting as merely another form of surrealism, the writer stresses and explains the difference beginning... "While Surrealist automatism ... consisted of scribblings recorded without the artist's conscious control, ... the automatic approach of the Action painters was primarily conceived as a means of giving the artist's instinctive creative forces free play ...". Hence the purpose is to establish action painting as a distinct from

surrealism. Option (a) (incorrect) is incorrect because the purpose is not to highlight surrealism, but to mention the influences on action painting. Option (c) (incorrect) is incorrect because the writer does not intend to show that one or the other is superior. Option (d) (incorrect) stresses the similarity and not the difference. A sentence that stresses similarity cannot begin with "while". Option (e) (incorrect) is not the answer because they may be using similar techniques, but not the 'same' techniques. Option (b) (answer) simply and precisely states the reason.

2. The question asks you to find the underlying assumptions in the passage which the writer has taken for granted and does not care to explicitly state in the passage. The passage is about Action painting and the writer without being critical or judgmental is describing to a layman its origin, influences and salient features. So a statement fully supported by the writer/passage is going to be as neutral and objective as the entire passage is. Option (a) (incorrect) is judgmental and states that it is 'merely' an extension which will not be supported by the passage as the passage explains Action Painting as a distinct form of art. Option (b) (incorrect) is incorrect because the passage states that Action painting is an "unfettered personal expression free of all traditional aesthetic and social values": hence, option (b) is contrary to the passage. The passage implies that the 'process' is more important. Option (d) (incorrect) is not supported by the passage, though the passage states that in 1960s a section of the artists called it irrational. Option (e) (incorrect) is not the answer because though the passage compares surrealism and Action painting, it does not come to, or suggest, any conclusion like "marginally different." Option (c) (answer) is directly and indirectly supported by the passage. For example: *The approach of the Action painters was primarily conceived as a means of giving the artist's instinctive creative forces free play and of revealing these forces directly to the viewer*, directly supports option (c).
3. This question requires you to understand the exact meaning of the word 'spontaneous' in the context of a description of Action painting. Action painting is described as something that is free from "aesthetic and social values" that may be controlling the artist. In other words it is free from any (even subtle) external constraints. It is not a 'preconceived work': hence it is free from any internal constraint as well. Option (a) (incorrect) is internally controlled. Option (b) (incorrect) directly states "internally controlled" and cannot be the answer. Option (c) (incorrect) is incorrect because Action painting is not produced without human labour. Option (d) (incorrect) is incorrect because the absence of internal control is not mentioned. Option (e) (answer) states the absence of both internal (contrived) and external (manipulated) constraints.

#### ★ PASSAGE 5

Wind farms are controversial. Some people think they are an excellent way to generate green electricity whereas others reckon they are a blot on the landscape and a danger to birds. Such arguments aside, aviation safety is one of the main reasons why plans to build wind farms are held up. The concern is that they interfere with the radar used in air-traffic control. Some people even argue that they could be used as cover by enemy aircraft in time of war. In Britain such worries have caused the shelving or refusal of more than 40 proposed wind farms. Now, however, an Anglo-American company called Cambridge Consultants thinks it has come up with a snazzy way of solving the problem. It calls its invention holographic-infill radar.

The standard radar used by air-traffic control centres can see a long way, but finds it difficult to tell between a moving aircraft and the whirling blades of a wind turbine. Radar works by sweeping a pulsed radio signal around a wide area and then measuring the time it takes for the signal to be reflected back by any objects in its path. This allows the position of those objects to be plotted on a screen. Aircraft can normally be distinguished from stationary objects because the Doppler's effect changes the frequency of the returned signal (a familiar example of this effect is the changing pitch of the siren as a police car approaches, passes and recedes).

Although a wind turbine does not change position, its blades are moving and these also cause a Doppler effect. The returning signal from a wind turbine thus creates illuminated blobs on a radar screen that look just like moving aircraft. Moreover, the blobs do not keep still because every four seconds or so, as the radar beam sweeps past, the signal is bounced back by different parts of the turbine's blades in unpredictable and confusing ways.

The clutter this causes on the screen is made worse when the signal is bounced around between different turbines in the same farm. The result is that wind farms can be impossible to filter out because the resolution of a typical long-range radar is not high enough to detect the difference between the Doppler effect caused by an aircraft and that caused by a wind turbine.

Holographic-infill radar would deal with this by creating a "patch" covering each farm that could be applied to the wider air-traffic control radar image. The patch would be created by bathing the farm in a continuous stream of radar pulses at short range, rather than sweeping a beam over it from a distance. The reflections of these pulses, when fed into a computer, would provide what was, in effect, a moving radar picture of the farm. If an alien object, such as an aircraft, intruded into this picture, it would be easy to spot.

Cambridge Consultants has already tested a small-scale version at the site of a single wind turbine. It was able to show a different Doppler effect for a target moving on the ground from the one produced by the turbine's blades, according to Craig Webster, who is in charge of clean technologies at the company. The next step is to see if this can be repeated over a wider area and with a flying object; in this case a radio-controlled model helicopter.

Eventually, Cambridge Consultants hopes to build a full-sized demonstration system at a wind farm. If that works, it would mean that potential blind spots in the radar network could be illuminated, clearing the way for more investment in green electricity.

1. The author explains 'Doppler effect' in the second paragraph primarily in order to explain...
  - (a) the problem faced by the researchers at Cambridge Consultants.
  - (b) why wind farms have become controversial.
  - (c) how windmill farms are a concern in air traffic control.
  - (d) how windmill farms can be used as cover by enemy aircraft in time of war.
  - (e) how standard radars work.
2. The main concern of the passage is ...
  - (a) to state how wind farms interfere with the aviation safety.
  - (b) to explain how clean energy and aviation safety are incompatible.
  - (c) to show how new research attempts to resolve a problem related to clean energy
  - (d) to show how new research helps solve a problem related to aviation safety.
  - (e) to show how Cambridge Consultants invented holographic infill radar.
3. (*The standard radar used by air-traffic control centres can see a long way, but finds it difficult to tell between a moving aircraft and the whirling blades of a wind turbine.*)
 

In the context of the passage, the word "see" most closely corresponds to which of the following phrase?

  - (a) to perceive the meaning or importance of
  - (b) to be aware of
  - (c) to imagine as a possibility
  - (d) to perceive objects as if by sight
  - (e) to grasp the true nature of

## ANSWERS AND EXPLANATIONS

1. The question asks you to identify why the writer has explained a scientific concept and to state its contribution to the articles as a whole. Doppler effect is explained towards the end of the second paragraph. To understand why the writer explains it, you need to start from the beginning of the paragraph. The paragraph begins: *The standard radar used in air traffic control can see a long way .... etc.* The paragraph is trying to explain how standard radars work. It mentions Doppler effect with an example from ordinary life (police car and siren) to make sure that the reader has understood the scientific principle on which the process is based. Hence the writer's purpose in explaining Doppler effect is to make the reader understand how a standard radar works, which would further help the reader to easily grasp what the writer is reporting (the problem with wind farms). Option (a) (incorrect) is far from answering this question. This follows

from the understanding of how standard radar works. Option (b) (incorrect) has nothing to do with Doppler effect. Similarly options (c) (incorrect) and (d) (incorrect) do not answer the specific question but follow from an understanding of what is Doppler effect, and how this understanding can be used to explain what is stated in these options. Option (e) (answer) briefly states the reason why Doppler effect is explained at this part of the passage so that the reader is able to understand the other problems explained in the passage.

2. The question is somewhat like a main idea question, but differs slightly because the options do not explain the main idea but the reason for writing the passage. Hence this question is more like a logical structure question than a main idea question. The purpose of writing the passage is diffused throughout the passage and not clearly stated anywhere. One has to do the proverbial "reading between the lines" to understand the reason. The passage begins by saying that "Wind farms are controversial" — the concern is clearly wind farms. A few reasons for this are stated; also, facts like, "In Britain such worries have caused the shelving or refusal of more than 40 proposed wind farms." The major worry is stated to be aviation safety. And after explaining the invention of Cambridge Consultants the passage concludes, "it would mean that potential blind spots in the radar network could be illuminated, clearing the way for more investment in green electricity." The propose of the passage then seems to be clean energy and not aviation safety per se. Option (a) (incorrect) from the above point of view is not the main concern of the passage. Option (b) (incorrect) is even contrary to the passage. Option (d) (incorrect) is incorrect because aviation safety is not the main concern of the passage, but clean energy (green electricity). Option (e) (incorrect) though correct is not the main concern of the passage. Option (c) (answer) briefly states why the writer has written the passage.
3. The contextual meaning of the word see is close to *detect*—a radar can *detect* objects that are far away. Hence options (a) (incorrect) is close to *understand*. Option (b) (incorrect) is close to *recognize*. Option (c) (incorrect) is close to *suppose*. Option (e) (incorrect) is close to *seeing through*. Option (d) (answer) means to *detect* as if by sight.

# Tone and Attitude Questions

Each one of us reacts to situations and ideas differently. Our reactions to a situation are largely determined by our attitude towards the situation or idea. For example, most youngsters react passionately to a subject like reservation of seats based on caste in educational institutions. If they express their views in writing, the writing will essentially reflect this attitude. This attitude then imparts a particular tone to the entire passage—which could be one of rebellion, anger, frustration, or resignation; also, it could be one of objective analysis or even acceptance and praise. The tone questions ask you to identify this tone/attitude. In the written language the tone comes through in the writer's choice of words. To judge a tone, hence, we must not look at any particular part of the passage, but depend on the passage as a whole. We must try to understand the writer's unstated but innate attitudes discernible from the passage. The question may ask you to identify the writer's attitude towards a viewpoint of person or idea in particular. Otherwise, the question could ask you to judge the overall tone of the passage.

A *satirical* essay attempts to ridicule or make fun of the topic. *Irony* is when a writer means the opposite of what he states, which becomes clear in his expressions. A *denigrating* tone is used when the writer condemns or defames an idea or person. The tone becomes *ebullient* or *exuberant* when excessive praise is showered on a subject or person. Professors generally have a *didactic* or *instructional* and *authoritarian* tone—a belief that he/she is completely correct. A writer is *cynical* when her writing reflects disbelief or her approach is negative toward the subject. The opposite of this attitude could be one of *optimism*, *hope*, or *confidence* or *sanguine*. *Tragic*, *sorrowful*, *sad* or *mournful* attitude is one of sorrow and regret depending on the degree of the same emotion.

We then need to know the exact meaning of the terms we find in the options. Look at the following list of words that you may find in the options and be familiar with their implications. The tones may be, *admiring*, *respectful*, *approving*, *depreciating*, *cynical*, *pessimistic*, *defamatory*, *didactic*, *instructive*, *laudatory*, *mendacious*, *objective*, *factual*, *neutral*, *reverential*, *ridiculing*, *deriding*, *mocking*, *scornful*, *saddened*, *confident*, *bitter*, *ironic*, etc., etc.

Since the passages that follow in this chapter will ask you only the tone or attitude questions, read the passage with the specific aim of identifying the tone. If you have done that, options will come as a great help in answering that question correctly, because at least some of the options can be very easily eliminated.

## ★ PASSAGE 1

Throw out the bottles and boxes of drugs in your house. A new theory suggests that medicine could be bad for your health, which should at least come as good news to people who cannot afford to buy expensive medicine. However, it is a blow to the medicine industry, and an even bigger blow to our confidence in the progress of science. This new theory argues that healing is at our fingertips: we can be healthy by doing Reiki on a regular basis.

Supporters of medical treatment argue that medicine should be trusted since it is effective and scientifically proven. They say that there is no need for spiritual methods such as Reiki, Yoga, Tai Chi. These waste our time, something which is quite precious in our material world. There is medicine that can kill our pain, x-rays that show us our fractured bones or MRI that scans our brain for tumours. We must admit that these methods are very effective in the examples that they provide. However, there are some "every day complaints" such as back pains, headaches, insomnia, which are treated currently with medicine. When you have a headache, you take an Aspirin, or Vermidon, when you cannot sleep, you take Xanax without thinking of the side effects of these. When you use these pills for a long period, you become addicted to them; you cannot sleep without them. We pay huge amounts of money and become addicted instead of getting better. How about a safer and more economical way of healing? When doing Reiki to yourself, you do not need anything except your energy so it is very economical.

As for its history, it was discovered in Japan in the early 1900s and its popularity has spread particularly throughout America and Western Europe. In quantum physics, energy is recognized as the fundamental substance of which the universe is composed. Reiki depends on the energy within our bodies. It is a simple and effective way of restoring the energy flow. There are no side effects and it is scientifically explained.

1. Which of the following best describes the style of the writer?
  - (a) Persuasive
  - (b) Argumentative
  - (c) Vain
  - (d) Confrontational
  - (e) Controversial
  
2. What is the writer's attitude towards pain killers, x-rays, and MRI scans?
  - (a) Complimentary
  - (b) Critical
  - (c) Accommodating
  - (d) Compromising
  - (e) Laudatory

## ANSWERS AND EXPLANATIONS

1. The essay begins with a debatable sentence, "Throw out the bottles and boxes of drugs in your house" setting the tone for what will follow. Since the writer is advocating the good effects of Reiki against the addictive and unnecessary medicines, the topic may be termed *controversial*, but his style is not. The writer styles his writing in such a way that the reader would be persuaded to give the ideas a serious thought. In that respect the essay is *persuasive*. We can thus eliminate *Vain*, *confrontational* and *controversial* from the options. The two options that remain are *argumentative* and *persuasive*. The style is definitely both *argumentative* and *persuasive*. We now need to have a closer look at the style of the passage to decide which of these two adjectives will best describe it. The writer first tries to counter the arguments that may be advanced against what he had introduced in the first paragraph. The major part of the second paragraph is about the ill effects of medicines which may not be needed at all. Then he examines the advantages of Reiki. Towards the end of the essay he vehemently asserts the advantages of Reiki; hence, the tone is more than *persuasive*. Since *argumentative* is a stronger word than *persuasive*, the insistence that writer shows is better described by the word *argumentative* than *persuasive*. Hence the best option that would describe the style is *argumentative*. Not that the option *persuasive* is incorrect, but since the essay is *strongly persuasive* the answer is *argumentative* option (b).
  
2. The writer's attitude towards this particular detail mentioned in the passage needs to be judged by reading the part where he expresses his view on this detail. The passage states: *There is medicine that can kill our pain, x-rays that show us our fractured bones or MRI that scans our brain for tumours. We must admit that these methods are very effective in the examples that they provide.* The writer admits that at least in the examples that may be cited these methods are *very effective*. At the same time, by mentioning the rider "in the examples they provide", the writer's acceptance is not unconditional. He reserves the right to judge them according to the situation. Thus we can safely eliminate options (a, b) and (e). Between *accommodating* and *compromising*, *compromising* will imply a *choice between two extremes*, (the writer unlikely to consider Reiki the other extreme) *accommodating* which implies a *consideration for* is the word that best describes the author's attitude. Hence the answer choice is option (c).

✓ NOTE: While answering a tone or attitude question, first, eliminate choices that are not very close to describe the tone/attitude. Shortlist the likely options, and next, try to analyse the nuances of these expressions, and choose your answer.

## ★ PASSAGE 2

Everybody knows that the real problem with *illegal drugs* is that they cost too much, and they are so difficult to get that drug addicts need to commit crimes in order to feed their habits. If only people could go down to the nearest Seven-Eleven and buy a cocaine slurpee, or drive up to the window at McDonald's and order a crack burger and a marijuana shake. People wouldn't need to knock down an old lady and grab her purse, or commit a home invasion

robbery. Around sixty-six billion dollars a year is spent on illegal drugs. This shows that illegal drugs are a substantial portion of the Canadian economy. They take money away from legitimate jobs, products, and services.

1. The tone of the writer is
  - (a) Desperate
  - (b) Cynical
  - (c) Sanguine
  - (d) Distressed
  - (e) Satirical

#### ANSWER AND EXPLANATION

1. The writer is making a serious point. How illegal drugs drain the Canadian economy of funds that otherwise can be put to constructive use. Nevertheless, the writer chooses to be somewhat flippant about the same by saying that in order to stop drug addicts from committing crimes illegal drugs should be made cheaper and easily available—cocaine slurpee, crack burger, and marijuana shake. Hence his tone is deeply satirical (holding up human vices and follies to ridicule or scorn). Hence the answer option is (e).

#### ★ PASSAGE 3

He has given to many young musicians by direct influence, and to others through his disciples, a renewed sense of all that music is and has been, and it is hardly overbold to foresee that this is going to play its role, perhaps a mighty one, in the musical development of the United States....What is essential now is to recognize the need our world has for the qualities that Schoenberg possesses, and how admirably he supplies our need...

1. The tone of the above passage is
  - (a) Optimistic
  - (b) Deferential
  - (c) Speculative
  - (d) Fawning
  - (e) Buoyant

#### ANSWER AND EXPLANATION

1. The writer shows deep respect for the talent of Schoenberg—Schoenberg's influence on young musicians and then how Schoenberg may influence the music in the United States. In that respect, the writer's tone is *deferential*. Hence the answer option is (b). Deferential means: showing respect and esteem due to a superior or an elder.

#### ★ PASSAGE 4

The film belongs to Konkana all the way.... she is just so convincing, it is as if she is playing herself... which, of course she is. That's what makes her performance so courageous and heart breaking in Zoya Akhtar's clever film, 'Luck by chance.' Why 'clever'? Hell ... look at the premise. It is an' insiders' only' film, made by the coterie, for the coterie. It is terribly chummy, incestuous and cosy, which is precisely why it works—for the coterie. At a pinch, it also works for those movie buffs who are so tuned in to all the gossip and nuances of Bollywood, they can easily decode the 'in' jokes, 'in' digs and 'in' references. For those outside this charmed circle, the movie offers a few great moments, and little else. It worked for me, despite the restless family in the same row, with a bored, tubby little boy, his bespectacled teenage sister, a father who talked non-stop on the cell phone and a mother who kept reassuring the rest not to fret—"It is getting over fast—fast, don't worry... after that, McDonalds' okay???"

1. The tone of the passage is
  - (a) Acerbic
  - (b) Disparaging
  - (c) Appreciating
  - (d) Hesitant
  - (e) Sardonic
2. The tone of the passage suggests that the author most probably considers the movie 'Luck by chance' ....
  - (a) Excellent
  - (b) Mediocre
  - (c) Worthless
  - (d) Clever
  - (e) Boring

#### ANSWERS AND EXPLANATIONS

1. The writer explains two aspects of the movie—why it is a clever contraption for the insiders, and since it contains nothing else why it is boring for the outsiders, the father, the boy and the teenage sister who can be consoled only by the promise of a visit to the McDonalds'. Acerbic (suggesting bad mood, temper) is too strong a word to describe this tone. The writer is not clearly disparaging (degrading). *Appreciating* and *hesitant* are more easily eliminated as inappropriate. The criticism can be described as light hearted and funny—derisively funny—in which case the sardonic fits the bill. Hence the answer option is (e).
2. The tone suggests that the writer is not in any great awe of the film. The writer seems to dismiss it as just another movie made without any great purpose or theme. A few moments of enjoyment and the rest is boring. The writer calls it clever because the moviemaker has made it an insider's affair but has failed to capture the audience who are not insiders to the film world. In that case, the writer is rather sarcastic in calling it clever. The writer clearly does not consider it a genuinely clever film. At the same time the writer does not say it is a completely worthless or boring film. The writer hints that that some performances are good—for whatever reasons! Hence the scoring option is (b). Mediocre means: of moderate or low quality, value, ability, or performance: ordinary, so-so.

#### ★ PASSAGE 5

First, I will start with astronomical spectroscopy. This is the method by which chemists identify the compounds present in space. When light or any electromagnetic radiation is passed through a sample, the sample absorbs and emits certain wavelengths of light better than others and the wavelengths that are emitted and absorbed can be used as a fingerprint analysis of the chemical nature of the compound itself. Unfortunately, the science is not as simple as I mention here but will suffice for the discussion that follows.

There have been many meteors that have hit the Earth's surface and some of these impacts have been seen as the reason for major climate changes on Earth. The interest in astronomical spectroscopy was purely to understand the physical and chemical nature of the universe around us. But as soon as astronomical spectroscopy developed into a reliable science, it stood to reason that it could lead us to understand how life on Earth originated and whether there are traces of life elsewhere in the universe. After all, if life evolved on Earth, the chemicals responsible for life should have been present on Earth before that (and possibly elsewhere) and hence the chemical nature of these meteors became important to biology as well, but all these studies have not been localized to the meteors alone.

1. The tone of the passage is...
  - (a) Didactic
  - (b) Instructional
  - (c) Edifying
  - (d) Moralising
  - (e) Authoritative

#### ANSWER AND EXPLANATION

1. The article is simple popular science. Scientific matters are explained in a layman's language to inform. Didactic is eliminated because the word has a moral connotation. Edifying (enlightening), moralising and authoritative are far from describing the tone. Hence the answer is option (b) (instructional)—which means meant to teach or inform.

#### ★ PASSAGE 6

So the Kindle 2 has now made its debut, with everything you'd expect of a gee-whiz product launch—a packed auditorium filled with media types, a celebrity endorsement (best-selling thriller novelist Stephen King) and a Insanely Great-style presentation by Amazon's CEO, Jeff Bezos.

Click on the "Read the rest of this entry" link below for more.

Heck, the event was so overbooked, that when I arrived 15 minutes late to the event, I found myself locked outside the Morgan Library along with Oprah's representative, where we pleaded with the PR gatekeepers to be let into the building. "No, really, we're on the list! We RSVPed!"

We eventually got in, but there was a level of obnoxiousness, arrogance and elitism at this press event and launch that smacked of a certain Fruit-Flavored technology company. After the dog and pony show, the devices were behind glass cases, and face time with the product nearly impossible, with crowds of media cognoscenti dying for that minute or two of handling the device, circling around the product execs cum Kindle-wranglers like hungry wolves.

Needless to say, there is a lot riding on this product launch. For starters, the Kindle 2 is being announced during one of the worst recessions in modern history. Unemployment is on the rise and is starting to approach late-1970s levels, and consumer spending on durable goods is completely in the toilet. So I find it utterly mind boggling when Bezos and crew can say with a straight face that the new Kindle 2 is going to sell for the same full retail price as the old Kindle—\$359.00. And guess what, there's a waiting list for it too.

Amazon has blown it with the Kindle on so many levels that it's difficult to elaborate on just how screwed up their business model is. Back in November, I talked a bit about the economics of owning a Kindle—I was expecting that the new model would be \$300 or less, perhaps a full \$100 less than the previous model, at around \$259.00, which I believe is much closer to approaching the "Sweet Spot" for mass adoption of an e-book reader. For those of you who aren't up to reading the other piece, the summary is this, and is no less valid than it was four months ago:

A Kindle at the current price level of \$359.00 is a viable purchase if you read a minimum of six books per month at Amazon's NY Times Best Seller prices, at around 10 dollars a book, if you expect to break even on the cost of the unit with the savings on using e-texts versus hardcover books over the course of one year. That's 72 best-sellers a year.

Got it? Okay, great. Even with the advances in the new Kindle 2, Kindlenomics is status quo. Again, Amazon goes out and builds a Mercedes and not a Volkswagen—or rather, an elitist product for a recession economy. Hello? Bueller?

1. Which of the following best describes the tone of the passage?
  - (a) Humorous
  - (b) Conversational
  - (c) Facetious
  - (d) Sarcastic
  - (e) Obnoxious
  
2. The author's attitude towards Kindle 2 is most likely which of the following?
  - (a) Same as his attitude towards the old Kindle.
  - (b) Uninterested in the new version.
  - (c) Disapproves of its price.
  - (d) It contains features that are useless.
  - (e) It is an example of "fruit flavoured" technology.

## ANSWERS AND EXPLANATIONS

1. One can easily make out that the passage is a report written by a journalist. It is casual and with some humorous descriptions in a typical journalist style. A streak of sarcasm runs through it to suggest the vanity and the hollowness at the press event. It is not profoundly funny or intelligent to be describing as humorous. Hence option (a) is not the best option. Facetious implies a desire to produce laughter and may be derogatory in implying dubious or ill-timed attempts at wit or humour. Hence option (c) will not fit the bill. The piece may be sarcastic—option (d)—in certain details, but it is not quite the word to describe the tone of the whole passage. Obnoxious—Option (e)—is too strong; it means disgustingly distasteful, and is very easily eliminated. The best option is option (b). Conversational which implies informality and a desire to make it light and humorous best describes the tone. Hence option (b) is the answer.
  
2. Most part of the extract above is devoted to the price tag of Kindle 2. The writer had expected the price to be 259 dollars—a hundred dollars less than the price of the first version of e-book reader. However Amazon has maintained the price of 359 dollars for the new. This has disappointed the writer. He says that buying paper books is a more economical option. And at the current price it is meant only for the elite and fails to bring a new technology to the masses. His objection is mainly to the price. Hence the answer

option is c—he disapproves of its price. He is uninterested is erroneous—he would not complain if he is uninterested—option (b). There is no detail available about its features—options (d) and (e). His attitude towards the old Kindle cannot be clearly judged from the passage—option (a). Hence the answer is option (c).

## PASSAGE 7

Traditional values are changing. We are aping the west and making monkeys of ourselves. While Hollywood is extolling the history of their own people and making movies like 'Gangs of New York', 'Pirates of the Caribbean' and other epics, Bollywood is busy itself with desperate attempts to make amateur 'American teen'-like movies and Hollywood flicks. While we concentrate on remixing songs and duplicating English videos, we are slowly stepping away from the path of originality and individuality. But while in the last generation there was just plain following of western principles by the youth, now, there have been greater benefits. The youth today not only learn from the west, but they—like their great ancestors who built this nation are combining this knowledge with our own culture and now a time has come where the west is aping the east. Punjabi tunes, desi styles, and Indian art have hit markets overseas and is making us known to the world. So while there is change—like I mentioned earlier, it is not all for the worse.

1. The tone of the above extract is
  - (a) Critical but optimistic
  - (b) Denouncing and pessimistic
  - (c) Sympathetic and hopeful
  - (d) Critical and pessimistic
  - (e) Laudatory and optimistic

## ANSWER AND EXPLANATION

1. The first part of the extract is quite critical about our declining value system. The second half of the essay states it is not all for the worst and compares the youth with "their great ancestors who built this nation", hence it is hopeful or optimistic. Hence the answer option is (a). Option (b) is eliminated because of the pessimistic part. Option (c) is not correct in sympathetic. Option (d) is similar to option (b). Option (e) is incorrect because of laudatory. Hence answer is option (a).

## PASSAGE 8

When I was a child, I spent the most memorable years in a rural area near the beach. It embodies the best ten years of my life. However, when I was ten, my family moved to the city, and everything around me changed dramatically. To me, a good life does not have to be complex. I can still remember the joy inside the little cottage we had. I used to wake up before dawn, and wake up my cousins. We would climb over hills to see the sun rising which was truly a sublime scene. We would lie on the grass, and enjoy the warmth the sun brings upon the earth, and listen to the sound of birds chirping, leaves shivering, and wind murmuring beside our ears. We would breathe in the air mixed with the fragrance of the grass and the salty smell of the ocean. We would marvel all this land, and imagine that we were the only people on the earth. I spent the golden years of my life in this joyful and simple rural area. But five years ago, my family moved to the city, and I had truly a difficult time adapting to this overwhelming environment. The city was immensely populated. Standing in a mall is very suffocating for me. People have turned this beautiful land into an artificial and mechanical waste. People in the city did not enjoy life as much as the people in rural areas. The more people consume products, the more they deteriorate their environment. In the air, all I can smell is the smoke from cigarette and traffic. I miss my idyllic life in the rural area. And to me, a good life is just as simple as living in a cottage for the rest of my life.

1. The author is
  - (a) Reminiscent
  - (b) Nauseating
  - (c) Evocative
  - (d) Melancholy
  - (e) Nostalgic

#### **ANSWER AND EXPLANATION**

1. The essay brings the joys of childhood and the rural life back into the writer's memory and he misses his "idyllic life in the rural area". Hence the essay is nostalgic. The answer option hence is (e) which properly describes the attitude of the writer. Reminiscent and evocative are similar words—they mean suggestive or indicative, hence cannot be the answer. Melancholy is sad (dejection) and is not the appropriate option. Nauseating means causing disgust. Hence the best option is (e), nostalgic which means: the state of being homesick: a wistful or excessively sentimental yearning for return to or of some past period or irrecoverable condition.

★ PASSAGE 9

The designation of the school of the Buddha-Way as Zen, which means sitting meditation, is derived from transliteration of the Chinese word *Chán*. Because the Chinese term is in turn a transliteration of the Sanskrit term *dhyāna*, however, Zen owes its historical origin to early Indian Buddhism, where a deepened state of meditation (*samādhi*) was singled out as one of the three components of study a Buddhist was required to master, the other two being an observation of ethical precepts (*sīla*) and an embodiment of nondiscriminatory wisdom (*prajñā*). The reason that meditation was singled out for the designation of this school is based on the fact that the historical Buddha achieved enlightenment (*nirvāna*) through the practice of meditation. In the context of Zen Buddhism, perfection of nondiscriminatory wisdom (Jpn., *hamya haramitsu*; Skrt., *prajñāpāramitā*) designates practical, experiential knowledge, and secondarily and only derivatively theoretical, intellectual knowledge. This is, Zen explains, because theoretical knowledge is a form of “language game” (Jpn., *keron*; Skrt., *prapañca*), i.e., discrimination through the use of language, as it is built in part on distinction-making. Zen believes that it ultimately carries no existential meaning for emancipating a human being from his or her predicaments, for it maintains that discriminatory knowledge of any kind is delusory/illusory in nature. To this effect it holds that it is through a practical transformation of the psychophysiological constitution of one’s being that one prepares for embodying nondiscriminatory wisdom. This preparation involves the training of the whole person and is called “self-cultivation” (*shugō*) in Japanese. It is a practical method of correcting the modality of one’s mind by correcting the modality of one’s body, in which practice (*praxis*) is given precedence over theory (*theoria*).



 ANSWER AND EXPLANATIONS

1. The type of essay or the subject matter of the essay should not be confused with the tone of essay. For example, a historical essay (based on history) need not have such a tone. The writer's approach/attitude in this essay is to merely explain what Zen is all about. His attitude cannot be judged as spiritual or pious (they mean almost the same thing). Hence options (a, c,) and (d) can be eliminated. Didactic means *intended to teach* but will also imply *making moral observations* which the essay does not do. *Neutral* as applied to the tone or style would mean: not decided or pronounced as to characteristics—the essay has no pronounced characteristics and the writer's attitude is not pronounced—hence neutral best describes the tone of the passage. The essay is informative or expository and the tone is neutral. Hence the answer is option (b).

★ PASSAGE 10

Bergman's trilogy pulsates with the same human drama that permeates the Bible: doubt and need, love and hate, despair and death, madness and incest, homosexuality and lesbianism, masturbation and sex, lust and rape, compassion and coldness, trust and betrayal. These are not, strictly speaking, modern themes, but in Bergman's

hands, they acquire unfamiliar contours and feel uncannily new. Bergman may have been a tad solipsistic in his choice of subject matter, but his instincts were pure showmanship. Bergman knew that his sumptuous visuals and individual performances he consistently drew out of his regular cast members would win you over.



#### **ANSWER AND EXPLANATION**

1. The passage is a criticism of Bergman's trilogy. The writer examines how Bergman has dealt with themes from doubt to betrayal and how they acquire unfamiliar contours and uncanny newness. The passage is highly appreciative of Bergman's techniques, which though not stated explicitly is understood from the tone. Hence, the answer choice is option (d). Option (a) is eliminated because the writer is not critical of Bergman's trilogy. Option (b) is eliminated because there is nothing sensuous about the tone. *Vindictive* (malicious) and *vituperative* (abusive) are completely irrelevant. Option (d)—*appreciative*—correctly describes the tone.

## 7

# Continued Idea Questions

Application Questions take you a little beyond the passage and ask you to apply what you have understood from the passage to a different but similar situation. Or they may ask you to make inferences about the writer and his thought processes based on the style and the themes/points he has highlighted. You may also be asked to identify the structure of the argument and to weaken or strengthen his argument—this is where Reading Comprehension questions come closest to Critical Reasoning questions. CAT and other examinations have several questions of this type because these questions can test the candidate's comprehension of the passage effectively. Students have at times been puzzled by the options in Application questions, because the options seem to be from outside the passage. A typical example is a question like *which of the following best illustrates the concept of—as explained in the passage*, will have options that are examples as options that are completely from outside the passage and may even have no similarity with the passage. The passage may be explaining astrophysics and the example may be related to film industry—but the example will be based on the concept explained in the passage. This is one type of question.

When you answer an application question, the first thing to make sure is that you have adequately understood the concepts or details that are required to answer the question. Next, make sure that the question itself is well understood. By design, the options in these questions require you to reason well. Hence these questions may be a little more time consuming than the other types. Be ready to spend sufficient time to ensure accuracy to your response. Hurrying up may result in your choosing the trickster or the second best option.

They may also ask you to identify what will continue the passage, the kind of audience that the writer had in mind, the source of the passage, what inference can be made about the writer etc. etc. To answer these questions correctly a good comprehension of the passage as a whole—its concepts, its structure and style—is essential.

## PASSAGE 1

“Low-carbohydrate” pasta is in a category of health foods known in the trade as “lesser evils”—foods with fewer unwanted calories, fat, trans fat, sugars, salt, or carbohydrates. There is now a whole industry of such products, as well as health foods classified as “natural,” “organic,” and “functional.” But are these foods really better for you?

In the United States, “organic” has a precise meaning established by the US Department of Agriculture. “Natural,” however, means whatever the food producer or manufacturer says it means. So-called “functional” foods—or “techno-foods”—are those to which manufacturers add omega-3 oils, artificial sweeteners, indigestible starches, cholesterol reducers, soy or milk (whey) proteins, phytochemicals, and other ingredients to enable them to take advantage of “qualified” health claims permitted by the Food and Drug Administration (FDA).

Sales of lesser-evil and functional foods have done well in recent years, bringing in about \$85 billion in US sales in 2004. If you routinely buy such foods, you are among LOHAS (Lifestyles of Health and Sustainability) consumers—the health food industry’s cherished demographic base. You buy low-carbohydrate products, energy and nutrition bars, vitamin- and mineral-fortified foods and beverages, soy foods, and practically anything with a health claim.

Like many people, I thought that small, innovative companies dominated functional foods. In fact, Pepsi Co holds a 25% share of the market with products like Quaker cereals and fortified Tropicana juices, which qualify for FDA-approved health claims. Coca-Cola, General Mills, Kellogg, Kraft, Nestlé, and Groupe Danone all have market shares ranging from 4% to 7%.

These companies’ control of this market makes sense if you think about what they are selling. The most popular functional foods are soft drinks, sports drinks, breakfast cereals, snacks, energy bars, and juice drinks. About three-quarters of breakfast cereals make health claims for the whole grain or fiber that has been added to make them “functional.”

Moreover, as Nancy Childs, a business school professor, wrote in *Nutrition Business Journal* in 2004, functional foods for obesity, for example, promise their manufacturers “a double reward”: eligibility for qualified health claims and possible reimbursement under Medicare as a disease treatment. They also provide “balance to food company product portfolios, thereby limiting corporate liability on both legal and stock valuation fronts”—a reference to potential claims against companies that their products might cause obesity or poor health.

But many of these products are basically sugar water or sugary foods that might as well be cookies, with ingredients added or removed to appeal to LOHAS customers who would otherwise not buy them. A private testing laboratory, ConsumerLab.com, found that hardly any of the “vitamin waters” it tested contained what their labels said they did, and some had only 20% to 50% of the amounts of nutrients listed.

Likewise, half the fat in most power and energy bars—which bring in \$2 billion in annual sales—is saturated and some is trans. Many bars targeted to low-carbohydrate dieters have misleading “net carb” calculations. Some do not disclose their content of sugar alcohols, and some have so much of these additives that they are almost certain to produce laxative effects or gas. Others are so highly fortified with vitamin A or D that Consumer Lab advises against giving them to young children.

Even if I had not seen these results and warnings, I wouldn’t eat power and energy bars, which, according to the magazine *Consumer Reports*, taste “gritty, chalky, or chemical.”

I agree. When I ask friends and colleagues why they buy the bars, they say: “Because I know they are healthy and I don’t care how they taste.” Well, I do. I can’t see the point of eating indigestible vitamin-and-fiber supplemented carbohydrates flavored with artificial sweeteners. If I think I need more vitamins, I prefer to take a multivitamin supplement. If I need a hundred or so calories in a hurry, I prefer a banana, a handful of nuts, or, for that matter, a delicious candy bar.

This is not to diminish the value of some of the lesser evils—low-fat milk and yogurt, for example. But most foods posing as “health food” raise the same question as vitamin-supplemented candy: does adding vitamins really make a food better for you? (Passage reproduced with permission from Project Syndicate. [www.project-syndicate.org](http://www.project-syndicate.org))

- Which of the following will help strengthen the writer’s view about power and energy bars expressed in the last three paragraphs?
  - Research shows that certain foods if consumed can cause irreparable damage to the human system.
  - Some of the functional foods, for example sweeteners without sugar, can help people who are suffering from certain kinds of debilitating illnesses.
  - Some of the functional foods, for example protein enriched biscuits, taste better than normal biscuits.
  - Real health foods do not need to be made functional—they are functional just the way they are.
  - Low fat milk and diet yogurts taste as good as naturally available milk and yogurt.
- This passage is most likely an extract from which of the following?
  - Social magazine
  - Research paper
  - Science journal
  - School textbook
  - Medical journal
- The author expects which of the following to be his audience?
  - Medical Professionals
  - Health Professionals
  - Nutrition and Dietetics specialists
  - Young urban professionals
  - Urban youth

## ANSWERS AND EXPLANATIONS

- The view expressed in the last three paragraphs is briefly this: the writer would prefer a banana or candy bar instead of functional foods like “indigestible vitamin-and-fiber supplemented carbohydrates flavored

with artificial sweeteners". To him they taste "gritty, chalky, or chemical." In order to strengthen this view we need to either support the writer's point of view about the taste or their usefulness to the body. Option (a) (incorrect) generalises about "certain foods" and does not address either of the issues mentioned above, hence can be eliminated. Option (b) (incorrect) discusses the usefulness of some of the functional foods that can help people suffering from illnesses and justifies their consumption. This does not strengthen the writer's point of view but rather weakens it. Option (c) (incorrect) addresses the issue of taste but helps to weaken the writer's view which is contrary to this. Option (e) (Incorrect) similar to option (c) weakens the writer's point of view because the mentioned functional foods do not taste worse than the natural yogurt or milk that the writer would prefer. Option (d) (answer) states that 'real health food'—whatever they are—need not be made functional—by adding or removing—implying in their natural form are good enough—hence strengthens the writer's point of view.

2. This is a question that requires you to go beyond the passage and find the kind of place it can get published. In this application question we need to assess the content, style, and tone of the passage and decide the kind of audience that the writer has written the article for. And when go to the options we need to also apply our assessment of the passage to the various kinds of sources that are mentioned in the options. We need to judge their content too. Then we need to find the most suitable one. Option (b) (incorrect) which is research paper has much more researched facts and empirical evidence than the article above presents. Hence it can be eliminated. Option (c) (incorrect) is actually the medium of publication for research papers, hence Science journals are as technical as research papers are. The article is hardly technical. Hence this option also can be eliminated. Option (d) (incorrect) does not quite match the style of the passage. School textbooks are generally politically correct and do not get into controversial topics. Also, school textbooks cannot carry so many opinions of the writer. The article does not try to educate but it merely informs. Option (e) (incorrect) can also be eliminated for the reasons research paper and science journal are eliminated. Option (a) (answer) matches the style and content of the passage. Social magazines generally carry articles on people, fashion, fitness, nightlife, entertainment, events, trends etc. This article by its style and content and the tone will suit the fitness (general interest) part of the magazine.
3. This question asks us to identify the group of people that may be interested in what the writer has written. We need to take what we have understood from the passage a little beyond the specifics and make an inference about the group of people who would value this article. Definitely, they are the health conscious group. We also have to find out which group among the options is likely to be consumers of the kind of foods mentioned in the passage. The writer mentions LOHAS (Lifestyle of health and sustainability) consumers in the third paragraph of the passage. Hence there is a definite clue about whom the writer expects to be his readers. At the same time we also need to bear in mind the data presented and the style in which they are presented. Putting all this together the specialists can be ruled out from the options. It is presumptuous to think that Medical Professionals (Option (a)—incorrect) and Health Professionals (Option (b)—incorrect) (people who deliver proper health care in a systematic way professionally to any individual in need of health care services) do not know these things that the writer has explained. The same way Nutrition and Dietetics specialists have in-depth knowledge of the subject under discussion and may agree with the writer. But it is again presumptuous that the writer wants to make them aware of these. Option (c) (incorrect) thus can be ruled out. Between Young urban professionals and Young urban youth, we can understand that both are consumers of the kind of foods described. But urban youth may not be categorised as LOHAS consumers. It is only a possibility that few of the urban youth fall in this group. However, it can be safely concluded that the young urban professionals with busy schedules and lifestyle are more conscious of their health than the general urban youth. Hence we can decide that among the groups mentioned, Young urban professionals (Option (d)—answer) are most likely to find this article more valuable than the other groups.

## ★ PASSAGE 2

How does your brain form its most significant memories? Studies of fear in rats have helped us learn much here. Although people and rats fear different things, the manner in which the rat and human brain and body respond

to danger is similar. Because fear is at the core of many human pathologies, from panic attacks to posttraumatic stress disorder, breakthroughs in understanding the brain's fear system may lead to new ways to treat these disorders.

The core of the brain's fear system is found in a region called the "amygdala". This region receives information from all the senses and in turn controls the various networks that inspire the speeding heart, sweaty palms, wrenching stomach, muscle tension, and hormonal floods that characterize being afraid.

A rat's amygdala responds to natural dangers (rats fear cats without having to learn to do so) and learns about new dangers (sounds, sights, and smells that occur in anticipation of cats and other threats). It is through studies of the way the brain learns about stimuli, such as the sounds that precede danger, that our systems for learning about fear, and memory as a whole, have been elucidated through rat studies.

There is also evidence that amygdala of reptiles and birds have similar functions. Studies of humans with damage to the amygdala, due to neurological disease or as a consequence of surgery to control epilepsy, show that our brains also work in this same basic way. The implication of these findings is that early on (perhaps since dinosaurs ruled the earth, or even before) evolution hit upon a way of wiring the brain to produce responses likely to keep an organism alive in dangerous situations. The solution was so effective that it has not changed much over the ages.

Obviously, this is not the whole story. Once the fear system detects and starts responding to danger, a brain such as the human brain, with its enormous capacity for thinking, reasoning, and musing, begins to assess what is going on and tries to determine what to do. This is when feelings of fear arise. But in order to be consciously fearful you have to have a sufficiently complex kind of brain, one aware of its own activities. While this is undoubtedly true of the human brain, it is not at all clear which (if any) other animals have this capacity.

So, in evolutionary terms, the fear system of the brain is very old. It is likely that it was designed before the brain was capable of experiencing what we humans refer to as "fear" in our own lives. If true, then the best way to understand how the fear system works is not to chase the elusive brain mechanisms of feelings of fear, but to study the underlying neural systems that evolved as behavioral solutions to problems of survival. In order to understand feelings, we need to step back from their superficial expression in our conscious experiences and dig deeper into how the brain works when we have these experiences.

A fundamental discovery has been that the brain has multiple memory systems, each devoted to different kinds of memory functions. For memories of fear arousing experiences, two systems are particularly important. Take this example: if you return to the scene of a recent accident, you are likely to have a physical reaction that reflects activation of memories stored in the amygdala. At the same time, you will be reminded of the accident, will remember where you were going, whom you were with, and other details. These are explicit (conscious) memories mediated by another system, the "hippocampus".

In contrast, memories mediated by the amygdala are unconscious. These are memories in the sense that they cause your body to respond in a particular way as a result of past experiences. The conscious memory of the past experience and the physiological responses elicited thus reflect the operation of two separate memory systems that operate in parallel. Only by taking these systems apart in the brain have neuro-scientists been able to figure out that these are different kinds of memory, rather than one memory with multiple forms of expression.

Many of the most common psychiatric disorders that afflict humans are emotional disorders; many of these are related to the brain's fear system. According to America's Public Health Service, about 50% of mental problems reported in the US (other than those related to substance abuse) are accounted for by anxiety disorders, including phobias, panic attacks, post-traumatic stress disorder, obsessive compulsive disorder, and generalized anxiety.

Research into the brain mechanisms of fear helps us to understand why these emotional conditions are so hard to control. Neuro-anatomists have shown that the pathways that connect the amygdala with the thinking brain, the neocortex, are not symmetrical—the connections from the cortex to the amygdala are considerably weaker than those from the amygdala to the cortex.

This may explain why, once an emotion is aroused, it is so hard for us to turn it off at will. The asymmetry of these connections may also help us understand why psychotherapy is often such a difficult and prolonged process, for it relies on imperfect channels of communication between brain systems involved in cognition and emotion. Studies of the basic biology of the fear system are likely to continue to reveal important information both about where our emotions come from and what goes wrong in emotional disorders. (Passage reproduced with permission from Project Syndicate. [www.project-syndicate.org](http://www.project-syndicate.org))

1. Which of the following examples would serve to illustrate the memories mediated by the "hippocampus"?
  - (a) At the sight of a poisonous snake a person reflexively runs away fearing for his life.
  - (b) A cat unsheathes its claws, bares its teeth, hisses, and arches its back at the sight of a dog.
  - (c) Standing at the edge of a cliff a person is overcome by the fear of falling off the cliff.
  - (d) After a near drowning incident, the victim could vividly remember each detail, of that experience.
  - (e) After a near drowning incident, the victim's body reacted as though he were reliving the experience.
  
2. Which of the following statements would provide the most logical continuation of the final paragraph of the passage?
  - (a) Till we learn more, the definition of emotions will prove to be an elusive mystery plaguing scientists.
  - (b) While there is much agreement as to the physiological effects of emotions, the neural pathways and connections that bring upon these effects are not well understood.
  - (c) Thus there are important distinctions to make between emotions and feelings.
  - (d) As we learn more, we may begin to figure out how to better treat—and even prevent—these conditions.
  - (e) These emotions have been observed by the selective stimulation of amygdaloid nuclei in laboratory animals.
  
3. The writer of the passage is most likely to agree with which of the following about the occurrence of human emotions?
  - (a) In some instances humans may experience emotion before they reason. Why?
  - (b) Emotion activated by the human brain need to always involve the neocortex.
  - (c) It is not easy for people to think of things that make them happy or sad.
  - (d) It is possible to explain precisely how the feelings of joy and sadness occur.
  - (e) Feedback to the brain from physiological activity does not contribute to emotion activation.

### ANSWERS AND EXPLANATIONS

1. This question asks us to provide an example for a something stated in the passage from our understanding of the passage—it requires us to apply our understanding of the "memory mediated by hippocampus" to another situation and identify that situation from the options. The relevant part of the passage is the 7<sup>th</sup> paragraph, in which an example of memories mediated by the hippocampus is already given: "if you return to the scene of a recent accident, you are likely to have a physical reaction that reflects activation of memories stored in the amygdale. At the same time, you will be reminded of the accident, will remember where you were going, who you were with, and other details. These are explicit (conscious) memories mediated by another system, the 'hippocampus'." The amygdale creates the bodily reactions and the hippocampus creates the memories associated with the incident. Hence we are looking for the memories of an incident rather than the bodily reactions. If this is understood, finding the next example form the options is an easy task. Option (a) (incorrect) describes the bodily reaction as a reflexive action – hence is the work of the amygdale. Option (b) (incorrect) also describes the physical reaction; also, whether animals have memories of an incident as humans have is stated in the passage as not clearly known. Option (c) (incorrect) is also a reflexive reaction; it is not the memory of an earlier incident. If it was fear arising out of the memory of another person falling earlier, we could consider this option. Option (e) (incorrect) also describes a bodily reaction. Hence all these examples can be surmised to be the reaction of the amygdale and the hippocampus. Option (d) (answer) describes the memory part of the incident after the incident has come to pass and provides another example for the memory as required by the question.
  
2. The question asks us to continue the last paragraph. Though what will continue the last paragraph will be related to the entire passage, the last paragraph will have the greatest influence on the sentence that will continue it. Hence a very good comprehension of the last paragraph is essential. The last paragraph tells us why psychotherapy is difficult because of the asymmetrical structure of the brain. Studies about the basic biology of the brain continue to reveal more information relevant to psychotherapy. The last sentence has to continue this thought process to be logically related to it. Hence option (d) (answer) best fits the paragraph.

Option (a) (incorrect) can undermine the thought process in the last paragraph because it states "elusive mystery" whereas the essay does not say these are mysteries. Option (b) (incorrect) cannot be considered because "agreement as to the physiological effects of emotions ... these effects are not well understood" goes against the studies. Option (c) (incorrect) is irrelevant because of the "feelings" mentioned therein which would require further clarification. Option (e) (incorrect) takes the essay back to its beginning about amygdala which is unwarranted in the last sentence. Option (d) (answer) balances the studies with the hope about treating the disorders better. Hence we can conclude that this is the best choice. Besides, this option is also closely linked to the introduction paragraph which states: Because fear is at the core of many human pathologies, from panic attacks to posttraumatic stress disorder, breakthroughs in understanding the brain's fear system may lead to new ways to treat these disorders.

3. The question tests our complete understanding of the passage. The writer tries to explain how fear happens as a neurological (brain) process. First he explains the evolutionary angle—study of rats—that *evolution hit upon a way of wiring the brain to produce responses likely to keep an organism alive in dangerous situations*. The amygdala plays a major role. However, he then goes on to explain, "*In order to understand feelings, we need to step back from their superficial expression in our conscious experiences and dig deeper into how the brain works when we have these experiences. A fundamental discovery has been that the brain has multiple memory systems, each devoted to different kinds of memory functions.*" Here we are told the functions and the pathways to and from neocortex and amygdala and about the weaker (slower) communication from the neocortex to amygdala. This clearly establishes that humans can experience emotions much before they can reason why. Making Option (a) (answer) almost a logical conclusion of what the writer has stated and he would most strongly agree with it. Since amygdale can incite fear, Option (b) (incorrect) cannot be said to be true—it is in the reasoned kind of emotions (fear) that neocortex is involved. We have no idea, from the information stated in the passage, whether it is easy or difficult for people to think of things that make them sad or happy (feelings), hence option (c) (incorrect) is eliminated. Option (d) (incorrect): it is stated in the passage that it is not possible to clearly explain how feelings occur, that studies in neuroscience are unravelling more and more information that may help us understand it better. *Studies of the basic biology of the fear system are likely to continue to reveal important information both about where our emotions come from and what goes wrong in emotional disorders.* Hence, we cannot say that "it is possible to explain precisely ...." Option (d) is incorrect. There is no data available in the passage about the feedback form physiological processes to the brain, and whether they contribute to emotion activation. Our own experiences may point to the contrary. It is possible that anger is activated by pain. Hence the writer is not likely to agree with option (e) (incorrect) either. This is a difficulty level 4 question. However, the point to be noted is that to answer such an application question we must have extreme comprehension of the data given in the passage.

### ★ PASSAGE 3

There was a flurry of press coverage when the Large Hadron Collider (LHC) in Switzerland was turned on, and again when it was shut down by a technical problem shortly afterwards. The collider's operation was a much-anticipated event in science, one that could confirm or undermine one of the most successful theories about how the universe is structured. The public attention that it has received is rare for scientific news, perhaps owing to concerns that something celestially dangerous is being cooked up in our backyard.

The lead-up coverage was accompanied by hype about the potential risks, so when the test did not seem to go as planned, it was natural to wonder if the fabric of space-time had been bruised. Some of the initial rumors about what could happen were extreme. One speculated that these new high energies, when combined with the specific way the particles would be broken, would annihilate us. In another scenario, the lab might create uncontrollable tiny black holes. In yet another, the creation of a "stranglet" would spawn new and terrible levels of nuclear power.

There are possible risks when messing around with fundamental matter, but in this case, the shutdown was due to a mundane gas leak. What makes this test interesting for scientists, rather than newsmakers, is unchanged, and will still be exciting when CERN starts up the collider again.

Here is what is at stake. For a scientific theory to be accepted, it must (1) explain observable phenomena; (2) be "elegant" in the sense that its truth and clarity are obvious; and (3) predict what will happen when you do something you have never done before.

The purpose of the Large Hadron Collider is to create an unprecedented situation. If the predicted particle does not appear, a series of theoretical abstractions will be questioned—and become open to replacement by radically different alternatives.

It is not generally appreciated how much real-world impact a changed scientific model can have. For most people, the topics that excite physicists do not seem to affect daily life in the slightest. But there is a deeper chain of abstractions—the tools we use to think—at work here, one based on the way we perceive reality.

For example, consider how different the world was before the concept of "zero" was discovered. Zero is essential to bookkeeping and hence all modern commerce. And that is quite apart from the way we take for granted the idea of "nothing." The concept simply did not exist in the west until the Catholic Church ended its prohibition on the notion in the twelfth century, 1400 years after zero had been invented in the Arab World.

Similarly, what if theories using germs had not been proven? We wouldn't think about information transfer or messages the same way. Or the concept of the force field, which enables the concept of influence? Freud's original model of the mind, the successors of which since shaped how we think of ourselves, were inspired by Einstein's theory of relativity. Powerful scientific abstractions eventually creep into the way we enjoy art, and how we form our laws and articulate our ethics.

In the highly anticipated CERN experiment, the theory in question is at the center of a controversy about what abstractions seem more fundamental in the universe. One is based on number; the other is based on form. The first holds that the universe is fundamentally probabilistic, generally random but with an order to its randomness. The other posits that the universe is inherently geometric, and that geometric properties, such as symmetry, govern it. If the experiment finds the predicted particle, it will tilt the argument toward form.

Here's what this could mean in the long run. When you just read the word "symmetry," you probably thought about two balanced halves, or a reflection. We extend this simple notion through all of our reasoning about the world: man and woman, boss and employee, love and hate, left and right. It drives our ideas of politics, religion, and even the principles of truth underpinning our system of laws.

But what if you naturally dealt with symmetries of three? What if it was proven, through a particle collision, that a true balance required three sides instead of two?

The tests in the Hadron Collider may trigger this change, every bit as disruptive as an explosion. Or perhaps it will be less dramatic, dawning in the mind of a clerk gazing out the window of a patent office. A different perception of reality has the power to change us—change the way we think—and it could come from anywhere. (Passage reproduced with permission from Project Syndicate. [www.project-syndicate.org](http://www.project-syndicate.org))

1. "For most people, the topics that excite physicists do not seem to affect daily life in the slightest." Which of the following would lend credence to the above statement?
  - (a) Some people are made aware of the advances in scientific theory through path breaking inventions in science.
  - (b) Galileo was found "vehemently suspect of heresy", because contrary to popular belief he held the opinion that the Earth was not the centre of the universe and it moved.
  - (c) Copernicus demonstrated that the motions of celestial objects can be explained without putting the Earth at rest in the centre of the universe.
  - (d) Most people are not aware that scientific abstractions have influenced the way we think, and formulate our assumptions about our daily life.
  - (e) Different perceptions about reality made possible through scientific discoveries have the power to change the way we think and live.
2. In the second paragraph the writer mentions speculations about LHC that "these new high energies, when combined with the specific way the particles would be broken, would annihilate us." Which of the following would prove this false?
  - (a) The Universe as a whole conducts more than 10 million LHC-like experiments per second.
  - (b) The LHC, like other particle accelerators, recreates the cosmic rays under controlled laboratory conditions, enabling them to be studied in more detail.

- (c) The energy and the rate at which the particles reach the Earth's atmosphere from space have been measured in experiments for some 70 years.
- (d) Cosmic rays are particles produced in outer space, some of which are accelerated to energies far exceeding those of the LHC.
- (e) Over the years, Nature has already generated on Earth as many collisions as about a million LHC experiments.
3. In the last paragraph the writer mentions a "less dramatic" incident which has changed the way we perceive reality. Which of the following most accurately corresponds to this?
  - A. Success of experiments like the LHC.
  - B. Failure of experiments like the LHC.
  - C. Powerful abstractions made by Albert Einstein.
  - D. The concept of zero.
  - E. The way we appreciate art and form our laws and articulate ethics.

|             |                 |                 |
|-------------|-----------------|-----------------|
| (a) C and E | (b) C and D     | (c) C, D, and E |
| (d) A and D | (e) A, D, and E |                 |

#### ANSWERS AND EXPLANATIONS

1. In this question we are asked to support the argument that is quoted from the passage. The fact that would support the argument that *most people are not affected by the topics that excite physicists because those topics do not seem to touch the daily life of those people* will have to reinforce this. In other words it will have to say that most people are not interested in what physicists are seized of. Option (d) does just what the question asks us to do. If most people are not aware that scientific discoveries have shaped the way we think and act in our day to day living, this would lend credence to the argument by explaining why they are not touched by scientific enquiry. None of the other options explains this. Option (a) (incorrect) is incorrect because if some people are made aware, perhaps they have seen how scientific discoveries touch their day to day living. Hence it does not support the argument. Similarly, Option (b) (incorrect) would weaken the argument because Galileo's example shows how people reacted to his discoveries—people believed (though in a negative way) that science affected their daily life and beliefs. Option (c) (incorrect) does not address the issue of people being unaffected by scientific pursuits. Option (e) (incorrect) also does not address the issue of popular lack of interest. Option (d) (answer) argues that most people are not aware how science influences our daily life, hence makes the argument credible.
2. The fear that the experiment at LHC would annihilate us is based on the assumption these energies are new and unknown, hence would annihilate us. In order to prove this false we can state that these are not new energies. They exist on earth, and earth still survives. This is what option (e) does. It says that over the years in nature there have been millions of similar collisions and by implication we were not annihilated. Option (a) (incorrect) does not prove the speculation false because it is not related to earth—it is immaterial whether elsewhere in the universe this is happening. Option (b) (incorrect) likewise, does not quite state that the cosmic rays are safe. Option (c) (incorrect) does not prove that "these energies" are not new and harmless. Option (d) (incorrect) also fails to prove that cosmic rays far exceeding those of LHC reach the earth—it talks about outer space alone—hence the danger to earth is not a concern. Option (e) (answer) states that what LHC is doing has happened several times on earth over the years naturally. Hence speculation that the process would annihilate us is proved false.
3. The relevant part of the passage is the last paragraph, and specifically: "... it will be less dramatic, dawning in the mind of a clerk gazing out the window of a patent office." This is a clear reference to Albert Einstein who at one time was employed as a clerk in a patent office. In this respect you have to go beyond what is stated in the paragraph and understand the implications. Hence this is an application question. Thus statement C clearly is one of the "less dramatic" incidents that the writer has in mind. The next step is to find the options any other statement that may directly correspond to what is stated in the question, and where pure

abstractions rather than empirical evidence are implied. The concept of zero is another example of pure abstraction, which is mentioned earlier. Statements A and B refer to complex experiments which the writer would not mention as “less dramatic”—these are hence eliminated. Statement E is mentioned in the passage as a consequence of discoveries made in science, hence, cannot be considered as causing the change. It is the effect rather than the cause—whereas the question asks us to identify the causes. E is thus not a part of the answer. Hence our choice here, has to be option (b) (answer) (c) and (d).

#### ★ PASSAGE 4

The most important contribution of the Universal Declaration of Human Rights, adopted by the United Nations General Assembly 60 years ago, on December 10, 1948, was to assert a powerful idea: rights are universal. Rights do not depend on membership of a particular community or citizenship in a certain state. They do not derive from a social contract.

Rather, because rights are universal, they are attributes of all human beings. Indeed, they are part of what makes us human. Each of us may enjoy rights. Those who exercise power may do so only in limited ways. The limits are set by rights.

It is, of course, possible to trace the concept of universal rights at least as far back as seventeenth-century English thinking about natural law. The concept was partially embraced in the French Declaration of Rights of 1789 and, to a greater extent, in Thomas Jefferson’s language in the same era about “inalienable rights.” It also shaped the thinking of those in England who led the anti-slavery struggle of the second half of the eighteenth century, the first human rights movement.

Yet the Universal Declaration marked a giant step forward, as the world’s governments—with abstentions from the Soviet bloc states, Saudi Arabia, and apartheid South Africa, but with no votes in opposition—agreed that rights should take precedence over state power.

One way to think about the six decades that have elapsed since the adoption of the Universal Declaration is as a struggle to implement its promises. For a long time, it was a losing struggle, marked especially by the spread of both communist and anti-communist tyrannies.

Things began to change in the 1980’s with the fall of military dictatorships in Latin America and in such East Asian countries as the Philippines and South Korea, and with the growing number of people engaged in the struggle for human rights in the Soviet empire. By the end of the decade, many Soviet bloc regimes had collapsed.

A factor that contributed to their demise was a shift in thinking that transformed the conflict between East and West away from one that emphasized economic systems. Instead, it was the contrast between totalitarianism and respect for rights that completely discredited the oppressive regimes linked to Moscow and helped to bring them down. South Africa’s largely peaceful transition to a multi-racial democracy in the early 1990’s was a further advance for rights.

But the last decade of the twentieth century was also indelibly stained by ethnic cleansing in ex-Yugoslavia and genocide in Rwanda, and during the current decade the tide has seemed to turn against the rights cause. Powerful states such as China and Russia are not limiting themselves to authoritarian rule at home, but are also supporting those in other countries engaged in similar practices. The same is true of lesser powers such as Iran and Venezuela.

Moreover, the United States has been squandering much of its capacity to promote human rights internationally. In responding to the terrorist attacks on its own soil on September 11, 2001, the US has resorted to such measures as prolonged indefinite detention without charges, trials before military commissions lacking due process safeguards, and cruel, inhuman, and degrading treatment of detainees, including torture.

Other governments and intergovernmental bodies have not filled the gap left by the US. The new UN Human Rights Council has so far disappointed those who hoped that it would be a more principled and effective body than its discredited predecessor, the UN Human Rights Commission. The European Union has been a positive force in promoting rights in those countries aspiring to membership, but it has not demonstrated a capacity to exercise influence worldwide.

Today, the most effective force promoting human rights is global public opinion, informed and mobilized by the large and growing nongovernmental human rights movement, which, as in the recent war between

Georgia and Russia, has focused international attention on violations of the laws of armed conflict that protect noncombatants. It has also led the way in creating international criminal tribunals that prosecute and punish those who commit war crimes, crimes against humanity, and genocide. These achievements are not stopping war, but they are reducing the number of terrible human rights violations that accompany armed conflict.

It is, of course, dismaying that 60 years after the adoption of the Universal Declaration of Human Rights, so many governments disregard the principles that they endorsed so long ago. Yet without the legitimacy derived from the Universal Declaration and its role in promoting compliance, the nongovernmental human rights movement could not have developed into a global force. The fact that the movement continues to secure advances even in difficult times is an indication of the enduring significance of what was achieved in 1948 when the world’s governments declared that rights are universal. (*Passage reproduced with permission from Project Syndicate. www.project-syndicate.org*)

1. The writer is most likely to consider which of the following as an example of universal rights?
  - (a) Children’s rights
  - (b) Workers’ rights
  - (c) States’ rights
  - (d) Rights of privacy
  - (e) Legal rights
  
2. The writer is likely to disagree with which of the following?
  - (a) Respect for human rights has shown the power to discredit and overthrow totalitarian regimes.
  - (b) In the current decade China, Russia, and Venezuela have not helped further the cause of human rights internationally.
  - (c) The European Union can exercise greater power in furthering the cause of human rights worldwide.
  - (d) The Universal Declaration of Human Rights has been ineffectual as it has not made the world governments adhere to the principle of universal rights.
  - (e) The countries that adopted the Universal Declaration of human rights in 1948 have shown disregard for the principles that they have endorsed earlier.
  
3. The tone of the passage suggests that the writer is most optimistic about which of the following?
  - (a) The Universal Declaration of human rights adopted by the United Nations General Assembly in 1948 is likely to influence the nations to adhere to the promotion of human rights in the future.
  - (b) With the fall of communist and anti-communist totalitarian regimes worldwide, the concept of human rights is being recognized by more and more governments and they may promote human rights more effectively.
  - (c) Since the Universal Declaration of human rights has legitimized the global public opinion against human rights violations, it may help reduce the number of human rights violations worldwide.
  - (d) With the changes that began in the 1980s with the fall of military dictatorship, the future of human rights is bright in the twenty-first century.
  - (e) Though terrorism has been a setback for human rights, the example of European Union shows that human rights can be upheld even in the most exacting circumstances in international politics.

#### ANSWERS AND EXPLANATIONS

1. The question asks us to generate an example for human/universal/natural/inalienable rights, which would most closely conform to the concepts discussed in the first few paragraphs of the passage. The writer does not provide any specific example. Hence we have to apply these concepts to the example. The first paragraph itself states that universal rights “do not depend on membership of a particular community or citizenship in a certain state. They do not derive from a social contract”. Option (a) (answer) would most closely resemble such rights as children’s rights do not arise from the membership to a community or from any social contract. Children acquire certain rights because they are born and are not involved in any social contract. Option (b) (incorrect) arises from social contract. Similarly option (c) (incorrect) arises from certain social agreement involving the government and the governed. Option (d) (incorrect) could be considered for the answer, but in its absolute sense this could be result of certain personal choices one makes—for example, a public servant may have these rights curtailed because he has chosen to be a public

- servant—hence option (a) overrides option (d). Option (e) (incorrect) also arises from the legal system the society has adopted. Hence the answer is choice (a).
2. The comprehension that you have obtained about the different parts of the passage need to be applied to each statement that is given in the options to find the one that the writer is likely to disagree with. All the options have to be evaluated to find the one that the writer is likely to disagree with. Option (a) (incorrect) is something that the writer is likely to agree with. The writer states the example of the disintegration of the Soviet bloc. He states the reason for this collapse as *a factor that contributed to their demise was a shift in thinking that transformed the conflict between East and West away from one that emphasized economic systems. Instead, it was the contrast between totalitarianism and respect for rights that completely discredited the oppressive regimes linked to Moscow and helped to bring them down.* Option (b) (incorrect) is also stated in the passage that *Powerful states such as China and Russia are not limiting themselves to authoritarian rule at home, but are also supporting those in other countries engaged in similar practices.* Option (c) (incorrect) is something that the writer is likely to agree with. Though it is not explicitly stated in the passage, that the European Union can exercise (though it has not demonstrated this capacity) greater influence is implied when the writer states: *The European Union has been a positive force in promoting rights in those countries aspiring to membership, but it has not demonstrated a capacity to exercise influence worldwide.* The writer's assumption here is that when the European is influential with the member countries it can do so worldwide. Option (e) (incorrect) is almost explicitly stated in the passage: *It is, of course, dismaying that 60 years after the adoption of the Universal Declaration of Human Rights, so many governments disregard the principles that they endorsed so long ago.* Option (d) (answer) is something that the writer is likely to consider wrong. He states: *Yet the Universal Declaration marked a giant step forward ... and Yet without the legitimacy derived from the Universal Declaration and its role in promoting compliance, the nongovernmental human rights movement could not have developed into a global force. The fact that the movement continues to secure advances even in difficult times is an indication of the enduring significance of what was achieved in 1948 when the world's governments declared that rights are universal.* Hence, the writer is likely to disagree with the statement that it was ineffectual.
3. This question asks us to judge the tone of the passage and make certain decisions about what the writer is most optimistic about. The question is not different from the *agree/disagree* type of questions. The difference is that here we do not make inferences based on the facts in the passage but on the tone at different places in the passage. Option (a) (incorrect) is not sustained by the tone of the passage when the writer talks about the Universal Declaration of human rights. He is rather dissatisfied that the Declaration has not been as effective as it should have been—even with the countries that endorsed the principles backtracking on them later. Option (b) (incorrect) is only partially correct—the fall of the totalitarian regimes is not shown as examples for the governments' learning the importance of human rights but for the power of public opinion to bring down governments. Hence, the option is wrong in stating that governments will promote human rights. The tone of the writer is optimistic about public opinion and not about the governments. Option (d) (incorrect) attributes the optimism to the changes taking place in the 1980s; however, the writer immediately refers to the setbacks of the following decades. Hence the inference that he is optimistic about the future, because of the changes in the 1980s, is not correct. Option (e) (incorrect) is not correct because his tone does not suggest that he is optimistic about the success of the European Union in the area of human rights in international politics. He is rather low key on the effectiveness of the European Union internationally. Option (c) (answer) is well supported by the optimism the writer shows in the last two paragraphs of the passage in which he expresses his belief in the global public opinion against violations, nongovernmental human rights movements, and how they have led to the creation of international war tribunals etc. And the entire last paragraph is quite admiring of these initiatives. Hence the answer is option (c).

## ★ PASSAGE 5

In the hierarchy of transplant surgery, replacing a bronchus (the passage from the main windpipe, the trachea, into a lung) does not sound difficult compared with, say, plumbing in a new heart. In fact, until a few months

ago, it had never been attempted. The reason was not that the surgery itself would be hard, but that the tissue in question, which is the first line of defence against the bacteria and viruses that come with every lungful of air, has a remarkably active immune response. So active, indeed, that if you transferred part of an airway from one person to another, the resulting immunological conflict would probably kill the recipient. Since a weak bronchus, though debilitating, is seldom life-threatening, transplant surgeons have left well-enough alone.

In a blaze of publicity this week, that changed. A paper in the *Lancet*, published by a team led by Paolo Macchiarini of the Hospital Clinic in Barcelona, described such an operation, carried out in June on a patient called Claudia Castillo, whose left bronchus had been damaged by tuberculosis. The reason for the publicity, though, was not that this was the first bronchial transplant, but rather that it involved some serious bioengineering using stem cells.

Stem cells exist to replenish the supply of other cells. When a stem cell divides, it sometimes produces daughters that are different from one another. One is another stem cell. The other is the first step on the path to a particular sort of tissue such as the lining of a windpipe. The idea behind stem-cell bioengineering is to use the recipient's own stem cells to create an artificial organ that will be recognised as part of the body by the recipient's immune system, and thus not rejected. And this, in the case of Ms Castillo's new bronchus, is what Dr Macchiarini and his team have done.

To make an artificial organ requires two things. One is the right sort of cells. The other is a framework on which to grow those cells so that they take up the right shape. Previous projects of this sort, which have successfully created artificial skin and artificial bladders, have relied on synthetic frameworks. A windpipe, though, is a more complicated structure than skin or a bladder. The starting point for Ms Castillo's transplant, therefore, was a piece of trachea removed from a dead donor.

The team stripped this of its cells (and thus of the antigens that provoke an immune response) by treating it with a special detergent. That left a trachea-shaped piece of cartilage. They then took samples of Ms Castillo's other bronchus and also her bone marrow and grew them as cell cultures. The bronchial samples consisted mainly of what are known as epithelial cells, and with these it was just a question of multiplying their numbers. The bone marrow was the source of the stem cells that made the procedure newsworthy.

Most bone-marrow stem cells generate blood cells. A few, though, can produce chondrocytes, the cells that make cartilage. The team extracted these, cultured them and then used a special growth factor to persuade them to spin off chondrocytes.

Both epithelial cells and chondrocytes were applied liberally to the treated trachea and the result, when it had settled down into something that resembled a natural windpipe, was transplanted into Ms Castillo. She has now made a full recovery. And those who have been asking of stem-cell science, "Where's the beef?" have been served what is, at least, an appetiser.

- Which of the following would act as a further claim to the success of the transplant surgery replacing a bronchus that was performed on Ms Castillo?
  - Post surgery, Ms Castillo was found to have the antigens of the donor of the dead donor.
  - Post surgery, Ms Castillo was not given any drugs to suppress anti donor antibodies.
  - Post surgery, Ms Castillo successfully reacted to anti-donor antibodies and was on immunosuppressive drugs for a very short time.
  - Dr Paolo Macchiarini and his team are super specialists in the field of tracheal surgery and stem cells research.
  - Ms Castillo was a patient with end-stage airway disease.
- Which of the following is the most likely reason for the writer to describe the success of the transplant surgery as "an appetiser"?
  - Only a handful of windpipe, or trachea, transplants have ever been done.
  - Doctors had initially thought that the only solution was to remove the entire left lung of Ms Castillo.
  - Doctors had used the bone marrow's stem cells to create millions of cartilage and tissue cells to cover and line the windpipe.
  - The transplant surgery is an important advance towards constructing an entire organ.
  - Ms Castillo reported that her appetite has greatly improved after the surgery.

3. Which of the following can be advanced as an argument by anti stem cell research proponents against the transplant surgery?
- Immune suppressing drugs can cause severe side effects like high blood pressure, kidney failure and cancer.
  - The loss of a normal airway is devastating on a patient psychologically.
  - The doctors have used the tissue-engineering technology in this transplant in a patient with first-stage airway disease.
  - It is not correct on the part of the doctors to give a woman a new windpipe using her own stem cells.
  - It can take months to know if the bioengineered structure is solid and won't fall apart.

#### ANSWERS AND EXPLANATIONS

1. The passage tells us about the success of the great bioengineering task performed by the doctors. The main problem that the doctors faced in the transplantation process was the rejection of the transplanted organ (if it is from a donor) by the patient's immune system. Hence the wind pipe (part of) had to be engineered, using the stem cells from the patient herself so that the new organ would not be rejected by her system. This task was carried out successfully, and the patient did not reject the bioengineered windpipe. However, we do not know whether the acceptance was forced, or natural. Forced in the sense whether drugs were used to suppress any rejection or not. If we say something to this effect, that the acceptance of the new organ was natural and the patient did not need any drugs to fight rejection, the success of the operation would be further strengthened. This is what option (b) (answer) does. If she did not need any drugs to suppress anti donor antibodies, it would suggest that the bioengineering and transplant were completely successful. Option (a) (incorrect) shows the failure of the transplant; that post surgery the patient carried the donor's antigens. Option (c) (incorrect) suggests that the doctors were not completely successful in removing the antigens using the detergent as stated in the passage—that she needed drugs, though for a short time. Option (d) (incorrect) does not relate either to the success of the transplant or to the bioengineering involved. Similarly option (e) (incorrect) is not related to the success of either of the medical tasks described in the passage.
2. This application question asks us to understand accurately something that the writer has only hinted at in the passage. The referred *appetiser* is in response to the question 'where is the beef? Which means 'where is the substance or the real significance of this event?' And the answer is that this is a small event (appetiser) in relation to the greater things that it may lead to, based on this small event. In the context of the passage, a part of the windpipe has been bioengineered—the next step could be bioengineering a whole organ. This is what makes option (d) (answer) the correct answer to the question. Option (a) (incorrect) does not answer the question about the *appetiser* and the big meal that may follow. Option (b) (incorrect) similarly is tangential and does not address the query that is raised by referring to the *appetiser*. Option (c) (incorrect) again describes the experiment undertaken and does not mention the things to come. Option (e) (incorrect) is incorrect because the '*appetiser*' in the passage is a metaphor for something small that precedes bigger events, and has nothing to do with its literal meaning.
3. This application question asks you not only to understand the main points of the passage, but also to think from a completely different perspective—that of the opponents of stem cell research. In this case we need to advance an argument which will question the success of the transplant surgery and the bioengineering that preceded it. Option (a) (incorrect) is inadequate to question the success of either, because it talks about immune suppressing drugs and not about either of the main issues. Option (b) (incorrect) is vague because 'normal airway' is not defined. Whether it means a natural (but infected) one, a donor's, or a bio engineered one is left vague. Hence we cannot understand or evaluate the psychological aspects. Option (c) (incorrect) could be cited as a fact; but, it does not question the success of the transplant. In fact, it may even support the supporters of stem cell research if the transplant in first stage patient is considered successful in getting rid of the disease permanently. Option (d) (incorrect) states 'it is not correct...' which is an opinion that does not appeal to reason but to emotions and is inadequate as an argument. Option (e) (answer) raises a very pertinent issue to question the success of the whole process and cautions the supporters to exercise restraint in claiming success without sufficient observation.

## Practice Exercises: Level of Difficulty 3

Passages for Level of Difficulty 1 and 2 can be found on the web site.

The time indicated in the brackets assumes 100% accuracy

✓ NOTE: At the beginning of each passage the approximate time that you may use to solve that passage is given. This is a suggestion. It is not mandatory to strictly follow this time limit. You may take a few minutes more or less than the suggested time. The objective should be to attempt all the questions and with 100% accuracy. The passages are not to be treated as tests. However, it is necessary to track the time and your accuracy.

### ★ PASSAGE 1 (15 MINUTES)

Ocean currents are the vertical or horizontal movement of both surface and deep water throughout the world's oceans. Currents normally move in a specific direction and aid significantly in the circulation of the Earth's moisture, the resultant weather, and water pollution.

Oceanic currents are found all over the globe and vary in size, importance, and strength. Some of the more prominent currents include the California and Humboldt Currents in the Pacific, the Gulf Stream and Labrador Current in the Atlantic, and the Indian Monsoon Current in the Indian Ocean. These are just a sampling of the seventeen major surface currents found in the world's oceans.

In addition to their varying size and strength, ocean currents differ in type. They can be either surface or deep water.

Surface currents are those found in the upper 400 meters (1,300 feet) of the ocean and make up about 10% of all the water in the ocean. Surface currents are mostly caused by the wind because it creates friction as it moves over the water. This friction then forces the water to move in a spiral pattern, creating gyres. In the northern hemisphere, gyres move clockwise and in the southern they spin counterclockwise. The speed of surface currents is greatest closer to the ocean's surface and decreases at about 100 meters (328 ft) below the surface.

Because surface currents travel over long distances, the Coriolis force also plays a role in their movement and deflects them, further aiding in the creation of their circular pattern. Finally, gravity plays a role in the movement of surface currents because the top of the ocean is uneven. Mounds in the water form in areas where the water meets land, where water is warmer, or where two currents converge. Gravity then pushes this water down slope on the mounds and creates currents.

Deep water currents, also called thermohaline circulation, are found below 400 meters and make up about 90% of the ocean. Like surface currents, gravity plays a role in the creation of deep water currents but these are mainly caused by density differences in the water.

Density differences are a function of temperature and salinity. Warm water holds less salt than cold water so it is less dense and rises toward the surface while cold, salt laden water sinks. As the warm water rises though, the cold water is forced to rise through up welling and fill the void left by the warm. By contrast, when cold water rises, it too leaves a void and the rising warm water is then forced, through down welling, to descend and fill this empty space, creating thermohaline circulation.

Thermohaline circulation is known as the Global Conveyor Belt because its circulation of warm and cold water acts as a submarine river and moves water throughout the ocean.

Finally, seafloor topography and the shape of the ocean's basins impact both surface and deep water currents as they restrict areas where water can move and "funnel" it into another.

Because ocean currents circulate water worldwide, they have a significant impact on the movement of energy and moisture between the oceans and the atmosphere. As a result, they are important to the world's weather. The Gulf Stream for example is a warm current that originates in the Gulf of Mexico and moves north toward Europe. Since it is full of warm water, the sea surface temperatures are warm, which keeps places like Europe warmer than other areas at similar latitudes.

The Humboldt Current is another example of a current that affects weather. When this cold current is normally present off the coast of Chile and Peru, it creates extremely productive waters and keeps the coast cool and northern Chile arid. However, when it becomes disrupted, Chile's climate is altered and it is believed that El Niño plays a role in its disturbance.

Like the movement of energy and moisture, debris can also get trapped and moved around the world via currents. This can be man-made which is significant to the formation of trash islands or natural such as icebergs. The Labrador Current, which flows south out of the Arctic Ocean along the coasts of Newfoundland and Nova Scotia, is famous for moving icebergs into shipping lanes in the North Atlantic.

Currents play an important role in navigation as well. In addition to being able to avoid trash and icebergs, knowledge of currents is essential to the reduction of shipping costs and fuel consumption. Today, shipping companies and even sailing races often use currents to reduce time spent at sea.

Finally, ocean currents are important to the distribution of the world's sea life. Many species rely on currents to move them from one location to another whether it is for breeding or just simple movement over large areas.

Today, ocean currents are also gaining significance as a possible form of alternative energy. Because water is dense, it carries an enormous amount of energy that could possibly be captured and converted into a usable form through the use of water turbines. Currently this is an experimental technology being tested by the United States, Japan, China, and some European Union countries.

Whether ocean currents are used as alternative energy, to reduce shipping costs, or in their natural state to move species and weather worldwide, they are significant to geographers, meteorologists, and other scientists because they have a tremendous impact on the globe and earth-atmosphere relations. (897 words)

1. The ideas contained in the passage can be best summarized as:
  - A. (i) Ocean currents (ii) The types and causes of ocean currents (iii) The importance of Ocean currents (iv) Ocean Currents as alternative energy.
  - B. (i) Ocean currents (ii) Surface currents (iii) Deep water currents (iv) Ocean currents as alternative energy.
  - C. (i) The types and causes of ocean currents (ii) Surface currents (iii) Deep water currents (iv) Ocean currents as alternative energy.
  - D. (i) Surface currents (ii) Deep water currents (iii) the importance of Ocean currents (iv) Ocean currents as alternative energy.

(a) A and D      (b) A only      (c) B and C  
                   (d) B and D      (e) D only
2. It can be inferred from the passage that the direction of the movement of the gyres in the two hemispheres is opposite to each other because.....
  - (a) the direction of the wind is in the opposite direction.
  - (b) the earth rotates on its axis.
  - (c) the earth is spherical in shape.
  - (d) the temperature of the oceans in the two hemispheres is different.
  - (e) the salinity of the oceans in the two hemispheres is different.
3. According to the passage, which of the following factors affect/s the movement of the surface currents?
  - A. Deflection due to the force of the earth's rotation..
  - B. The temperature of the water.
  - C. Convergence of currents.
  - D. Friction of wind over water.

- (a) A and D      (b) C and D      (c) B, C, and D  
                   (d) A, C, and D      (e) All of the above.
4. According to the passage, which of the following is/are NOT TRUE about the deep water currents?
    - A. They hold less salt than surface currents.
    - B. These deep waters sink into the deep ocean basins at regions where the temperatures are cold enough to cause the density to increase.
    - C. They move water around the world.
    - D. Topography and shape of the land restrict their movement.

(a) A only      (b) A and D      (g) B only  
                   (d) A, B, and D      (e) C only
  5. Which of the following can be inferred about the Humboldt Current?
    - (a) It is caused by "up welling."
    - (b) It is caused by "down welling."
    - (c) It is important to the world's weather.
    - (d) It keeps the South America cool.
    - (e) It keeps the South America warm.
  6. "When this cold current is normally present off the coast of Chile and Peru, it creates extremely productive waters and keeps the coast cool and northern Chile arid." In the context of the passage, the word productive corresponds to which of the following definitions?
    - (a) Having the power of producing; generative; creative.
    - (b) Producing readily or abundantly; fertile.
    - (c) Causing; bringing about.
    - (d) Producing or tending to produce goods and services having exchange value.
    - (e) Of or pertaining to the language skills of speaking and writing.
  7. According to the passage, the ocean currents do which of the following?
    - A. They circulate marine life and weather across the globe.
    - B. They circulate water worldwide.
    - C. They circulate water pollution.
    - D. They help the shipping industry..

(a) A and B      (b) A, B, and C      (c) B, C, and D  
                   (d) All of the above      (e) None of the above
- ### ★ PASSAGE 2 (15 MINUTES)
- In 1798, Thomas Malthus, an English clergyman and pioneer economist, published *Essay on the Principles of Population*. In it he observed that human populations will double every 25 years unless they are kept in check by limits in food supply. In 1838, Darwin read Malthus' essay and came to realize that all plant and animal populations have this same potential to rapidly increase their numbers unless they are constantly kept in check by predators, diseases, and limitations in food, water, and other resources that are essential for survival. This fact was key to his understanding of the process of natural selection. Darwin realized that the most fit individuals in a population are the ones that are least likely to die of starvation and, therefore, are most likely to pass on their traits to the next generation.
- An example of evolution resulting from natural selection was discovered among "peppered" moths living near English industrial cities. These insects have varieties that vary in wing and body coloration from light to dark. During the 19th century, sooty smoke from coal burning furnaces killed the lichen on trees and darkened the bark. When moths landed on these trees and other blackened surfaces, the dark coloured ones were harder to spot by birds who ate them and, subsequently, they more often lived long enough to reproduce. Over generations, the environment continued to favour darker moths. As a result, they progressively became more common. By 1895, 98% of the moths in the vicinity of English cities like Manchester were mostly black. Since the 1950's,

air pollution controls have significantly reduced the amount of heavy particulate air pollutants reaching the trees, buildings, and other objects in the environment. As a result, lichen has grown back, making trees lighter in colour. In addition, once blackened buildings were cleaned making them lighter in colour. Now, natural selection favours lighter moth varieties so they have become the most common. This trend has been well documented by field studies undertaken between 1959 and 1995 by Sir Cyril Clarke from the University of Liverpool. The same pattern of moth wing colour evolutionary change in response to increased and later decreased air pollution has been carefully documented by other researchers for the countryside around Detroit, Michigan. While it is abundantly clear that there has been an evolution in peppered moth coloration due to the advantage of camouflage over the last two centuries, it is important to keep in mind that this story of natural selection in action is incomplete. There may have been additional natural selection factors involved. (Q6)

Darwin did not believe that evolution follows a predetermined direction or that it has an inevitable goal. His explanation that evolution occurs as a result of natural selection implied that chance plays a major role. He understood that it is a matter of luck whether any individuals in a population have variations that will allow them to survive and reproduce. If no such variations exist, the population rapidly goes extinct because it cannot adapt to a changing environment. Unlike Lamarck, Darwin did not believe that evolution inevitably produces more complex life forms and that the ultimate result of this process is human. These were shocking, revolutionary ideas even for scientists who accepted evolution.

Darwin did not rush his ideas about evolution and natural selection into print. He first concentrated his efforts on writing the account of his voyage on the Beagle and analyzing the many preserved animal and plant specimens and extensive notes that he brought back with him. An additional factor was the widespread Christian evangelical fervour in England during the 1830s and 1840s. He could have been charged with sedition and blasphemy for widely publishing his unpopular theory. After returning from the voyage around the world on the Beagle, he settled down in England, married Emma Wedgwood (his wealthy first cousin), raised a large family, and quietly continued his research at his newly purchased country home 16 miles south of London. In 1842 he wrote a 35 page summary of his theory about evolution. This was expanded to a 230 page manuscript in 1844, but it was not published and apparently was only known to a few people in British scientific circles. Darwin busied himself over the next two decades establishing his reputation as an important naturalist by growing and studying orchids, pigeons, earthworms, and other organisms at his home. He spent 8 of these years studying and writing about barnacles that people had sent him from around the world.

It was not until he was 50 years old, in 1859, that Darwin finally published his theory of evolution in full for his fellow scientists and for the public at large. He did so in a 490 page book entitled *On the Origin of Species*. It was very popular and controversial from the outset. The first edition came out on November 24, 1859 and sold out on that day. It went through six editions by 1872. The ideas presented in this book were expanded with examples in fifteen additional scientific books that Darwin published over the next two decades.

What finally convinced Darwin that he should publish his theory in a book for the general educated public was the draft of an essay that he received in the summer of 1858 from a younger British naturalist named Alfred Wallace, who was then hard at work collecting biological specimens in Southeast Asia for sale to museums and private collectors. Darwin was surprised to read that Wallace had come upon essentially the same explanation for evolution. Being a fair man, Darwin insisted that Wallace also get credit for the natural selection theory during debates over its validity that occurred at a meeting of the British Association for the Advancement of Science at Oxford University in 1860. We now know that Darwin deserves most of the credit. In 1837, one year after he returned from the voyage on the Beagle, he made detailed notes on the idea of evolution by means of natural selection. At that time, Wallace was only 14 years old. In addition, it was Darwin's book, rather than Wallace's essay, that had the most impact on the Victorian public. Darwin not only described the process of natural selection in more detail, but he also gave numerous examples of it. It was his *On the Origin of Species* that convinced most scientists and other educated people in the late 19th century that life forms do change through time. This prepared the public for the acceptance of earlier human species and of a world much older than 6000 years. (1097 words)

- The Principles of Population of Thomas Malthus was important to Darwin in which of the following ways?
  - They helped him understand how plant and animal populations were kept in check by environmental factors.

- They helped him understand that predators, diseases, and limitations in food helped check the burgeoning population of plants and animals.
  - They helped him understand that those who can survive predators, diseases, and limitations in food passed on their genes to the next generation.
  - They helped him understand the natural tendency of all living things to rapidly increase their numbers.
  - They helped him understand that unless kept in check through natural selection plant animal populations have a tendency to rapidly increase in numbers.
2. Which of the following would most seriously challenge the example of "peppered" moths as proof for evolution resulting from natural selection?
- The lichen that covered the bark of the trees was black in colour too.
  - The male species of the "peppered" moth were usually lighter in colour compared to the dark females of the species.
  - The lichen that covered the bark of the trees provided excellent nutrition to the "peppered" moths.
  - Air pollution altered the physiology of the "peppered" moths and made them produce an excess of black pigment.
  - The lighter female species of the "peppered moth" preferred the darker ones among the males for mating.
3. Which of the following ideas of Darwin were shocking to his contemporary scientists who believed in evolution?
- That human beings were the ultimate form of the evolutionary process.
  - That it is matter of luck that there are variations among the individuals of the same species.
  - That the evolutionary processes were predetermined to produce more and more complex life forms.
  - That evolutionary processes depended on chance factors.
- A and B
  - C and D
  - A and C
  - B and D
  - All of the above
4. From the example of the evolutionary history of the "peppered" moth we can infer that...
- Natural selection is not the only factor involved in evolution.
  - Chance plays a major role in evolutionary processes.
  - Pollution plays a major role in evolutionary processes.
  - The industrial revolution has had a major impact on the way human beings have evolved.
  - None of the above.
5. Which of the following prompted Darwin to finally publish to the general public his "unpopular theory"?
- An essay by naturalist Alfred Wallace that was given to Darwin.
  - Alfred Wallace who published a similar paper was not punished by the evangelical England.
  - By 1858 Darwin had established himself as a renowned naturalist.
  - By 1858 Darwin had had a large family to support.
  - Darwin was busy studying the barnacles that were sent to him from around the world and he was gathering proof for his "unpopular theory".
6. If it is assumed that natural selection was the only process occurring, which of the following will be true about plants and animals? (Refer to the bold sentence in the passage)
- Each generation will have greater variation until all members of a population will eventually be different.
  - Each generation will have less variation until all members of a population are essentially identical.
  - Each generation will have no variation and members of a population will become extinct.
  - Each generation will have no variation and all living beings on the planet will look alike.
  - Each generation will have greater variation but all members of that population will be identical.

## ★ PASSAGE 3 (12 MINUTES)

Despite its diversity, theosophical speculation reveals certain common characteristics. The first of these is an emphasis on mystical experience. Whether ancient or modern, theosophical writers have agreed that a deeper spiritual reality exists and that direct contact may be established with that reality through intuition, meditation, revelation, or some other state transcending normal human consciousness. A second characteristic is an emphasis on esoteric doctrine. A distinction between an inner or esoteric, teaching and an outer or exoteric, teaching is commonly accepted, and much attention is devoted to deciphering the meaning concealed in sacred texts. Modern theosophists claim that all the world religions, including Christianity, contain such an inner teaching. A third characteristic is an interest in occult phenomena. Most theosophical speculation reveals a fascination with supernatural or other extraordinary occurrences and with the achievement of higher psychic and spiritual powers. It is held that knowledge of the divine wisdom gives access to the mysteries of nature and humankind's deeper being. A fourth characteristic is a preference for monism—the view that reality is constituted of one principle, such as mind or spirit. Despite a recognition of basic distinction between the exoteric and esoteric, between the phenomenal world and a higher spiritual reality, and between the human and the divine, which suggests dualism, most theosophically inclined writers have affirmed an underlying, all-encompassing unity that subsumes all differentiation.

Since the 19th century theosophy has been identified with the Theosophical Society founded in 1875 in New York City by Helena Petrovna Blavatsky and Henry Steel Olcott. A woman of noble Russian descent, Blavatsky had immigrated to the United States in 1873 after many years of travel and occultist investigations throughout Europe and the Middle East. Olcott, an American lawyer, newspaperman, and student of spiritualism, soon fell under her sway. The two moved to India in 1878, eventually establishing their base of operations at Adyar, near Madras, which still serves as the international headquarters for the Theosophical Society. Branch societies were established throughout much of India and in the major cities of Europe. Blavatsky meanwhile authored a series of often obscure works that have since been accepted as classic expositions of theosophical doctrine; best known are her two-volume *Isis Unveiled*, published in 1877, and *The Secret Doctrine*, also in two volumes, published in 1888.

The Theosophical Society affirms the following objectives: (1) to form a nucleus of the universal brotherhood of humanity, without distinction of race, creed, sex, caste, or colour; (2) to encourage the study of comparative religion, philosophy, and science; and (3) to investigate unexplained laws of nature and the powers latent in human beings. The society insists that it is not offering a new system of thought but merely underscoring certain universal concepts of God, nature, and humanity that have been known to wise men in all ages and that may be found in the teachings of all the great religions. One of the society's most controversial claims concerns the existence of a brotherhood of Great Masters, or Adepts, who, it is asserted, have perfected themselves and are directing the spiritual evolution of humanity.

The Theosophical Society almost expired in the United States in the years following Blavatsky and Olcott's removal to India. During the 1880s and '90s it was revived by William Q. Judge (1851–96), an Irish-born American mystic, who succeeded in making the American section the most active unit in the international movement. The American wing, however, was to be repeatedly disrupted by schisms in later years. Following Blavatsky's death in 1891, tensions rapidly escalated between Judge and Olcott, culminating in the secession of the American movement from Indian control in 1895. After Judge's death in 1896, Katherine Tingley (1847–1929) succeeded to the headship of the American section; at her instigation the American headquarters was transferred to Point Loma in California, and the focus of the movement's work was recast along more practical lines. In 1950–51 the headquarters was moved to Pasadena, Calif. A new schism developed, with still a third group claiming to represent theosophy in America. Such sectarianism has declined in recent years.

Though Judge came to dominate the American work after 1891, Olcott maintained an uneasy control over the international movement. Upon his death in 1907, he was succeeded as president in India by the charismatic Englishwoman Annie Besant (1847–1933), whose leadership gave Indians a sense of pride in that they were exporting ideas of importance to the West. Besant's many books still provide one of the best expositions of theosophical belief. In 1911 she proclaimed Jiddu Krishnamurti (1895–1986), an obscure Indian youth, as the vehicle of a coming World Teacher, an act that led to much controversy. Krishnamurti subsequently renounced any claims to being a World Teacher and began a career of writing and teaching. Beginning in the 1920s he spent

much time in the United States and Europe, where his books have enjoyed considerable popularity. He founded several schools and lectured before large audiences in North America, Europe, and India.

The influence of the Theosophical Society has been rather significant, however, despite its small following. The movement has been a catalytic force in the 20th-century Asian revival of Buddhism and Hinduism and a pioneering agency in the promotion of greater Western acquaintance with Eastern thought. In the United States it has influenced a whole series of religious movements, including the I Am movement, Rosicrucianism, the Liberal Catholic Church, Psychiana, Unity, and sections of the New Thought movement. (908 words)

1. This passage is most likely forms a part of which of the following?
  - (a) Newspaper
  - (b) Magazine
  - (c) Textbook
  - (d) Dissertation
  - (e) Encyclopaedia
2. The passage supports the inference that...
  - (a) Theosophy believes that reality is transcendental and the human consciousness cannot understand it fully.
  - (b) Theosophical speculation is not an organized religion.
  - (c) Theosophical speculation borrows from the different religions and sacred texts of the world.
  - (d) Theosophical speculation does not believe that god is present in everything that exists in the world.
  - (e) Theosophical speculation rejects the idea of one god.
3. The controversial claim about the 'brotherhood of Great Masters' by theosophists is compatible with which of the characteristics of theosophy?
  - (a) Its belief in the deeper spiritual reality in this world.
  - (b) The distinction between an inner and outer teaching of the world religions.
  - (c) Its fascination with the occult.
  - (d) Its view that reality is constituted of one principle.
  - (e) Its emphasis on mystical experience.
4. From the objectives of the Theosophical Society it can be inferred that...
  - A. All men have spiritually and physically the same origin.
  - B. It is dedicated to independent spiritual search.
  - C. It explores the spiritual, psychological, and material laws and powers found in the cosmos and in the human being.
  - D. It endeavours to promote or strengthen the interests of its members.
  - (a) A and D
  - (b) B and C
  - (c) A, B, and C
  - (d) A, C, and D
  - (e) All of the above
5. The passage states which of the following as the major reason for the decline of the Theosophical Society in the U.S.?
  - (a) The various schisms that arose in the organization.
  - (b) The tensions between Judge and Olcott.
  - (c) The transfer of its headquarters.
  - (d) The demise of Helena Petrovna Blavatsky.
  - (e) The establishment of Adyar as its base.
6. According to the passage, what is the contribution of Annie Besant to the theosophical belief?
  - (a) She made Indian philosophical thought popular.
  - (b) She made Indian feel proud about their contribution to the West.
  - (c) She proclaimed Jiddu Krishnamurti as the World Teacher.
  - (d) Her books provide great insights into the theosophical thought.
  - (e) She was instrumental in making Jiddu Krishnamurti a philosopher of world renown.

## ★ PASSAGE 4 (10 MINUTES)

WILL mobile-phone networks become a utility of sorts, shared by mobile operators and run by the firms that make telecoms gear? Until recently such a question would have seemed otherworldly. But after a series of deals it no longer seems so far-fetched. On March 23rd Telefónica and Vodafone, two of the world's largest operators, said that they would share network infrastructure in several European countries. And three big European operators—France Telecom, KPN and Vodafone (again)—have recently decided to outsource the running of their networks in some countries to equipment-makers: Nokia Siemens Networks, Alcatel-Lucent and Ericsson respectively.

Neither network-sharing nor outsourcing is new. But they used to be marginal phenomena. Sharing, for instance, was mostly limited to "site sharing" in rural areas, in which operators use the same antenna masts and equipment cupboards. Only in developing countries, where capital is scarcer and networks have to be built quickly, have sharing and outsourcing been more common. In October Chinese regulators ordered the country's operators to share parts of their networks to curb duplication in investments, for example.

Such practices are now becoming more widespread in developed countries as the financial crisis puts pressure on operators to cut costs and to reduce their need for capital. In Britain, for instance, O2 (owned by Telefónica) and Vodafone expect to be able to reduce the number of the sites that make up their networks by about 2.5%. As for outsourcing deals, they can cut costs by at least 10%, say industry analysts. Because equipment-makers run more than one network, they need fewer staff, have lower overheads and can apply cost-saving tricks that have been shown to work elsewhere.

But there are other motives, particularly when it comes to network-sharing. Governments are prompting operators to hook up, either by introducing environmental regulations that make it more difficult to set up new network sites, or by extending universal-service requirements. In Britain, for instance, the government may soon require operators to provide blanket mobile-broadband coverage, which is expensive for a single operator in rural areas. In addition, the rapid uptake of mobile broadband has operators looking for ways to limit the increasing costs of hauling traffic to and from the internet. This is why Telefónica and Vodafone want to share not just sites, but "backhaul" transmission links.

However, operators are reluctant to share one thing: the radio gear, known as the "radio access network" (RAN), that communicates with subscribers' handsets. Telefónica and Vodafone have ruled out such sharing, at least for now. One reason is that firms which have competed for years on the quality of their networks still see the RAN as a source of advantage. Moreover, regulators in many countries do not want operators to get too chummy, because it could limit competition. In some countries RAN sharing is not allowed.

Yet these barriers will be overcome, says Margaret Rice-Jones, chief executive of Aircom International, a telecoms consulting firm. Ultimately, she predicts, mobile networks will be shared and outsourced—much as electricity grids and gas pipelines are. The next generation of mobile networks, which will offer high-speed internet access based on technologies called LTE and WiMAX, will be built with that in mind. Operators, for their part, will increasingly focus on things such as branding, segmenting customers and service.

To be sure, it will take time for this "end-game", as Ms Rice-Jones puts it, to play out. And some operators, she says, will always want to keep their own networks. But the recent sharing and outsourcing agreements are a sign of greater co-operation. "In recent years we have seen a lot of chest-beating," says Vittorio Colao, Vodafone's chief executive. "Now all of us are thinking much more about how to use our assets efficiently together." (621 words)

1. Which of the following will best introduce the passage?
  - (a) A case study on how operators manage high returns at low prices.
  - (b) The financial crisis that engulfed the world has spread to the telecom sector.
  - (c) The operators in the mobile networks would do well by concentrating on cost reduction initiatives.
  - (d) A flurry of deals suggests that mobile networks may become a shared utility.
  - (e) The survival of mobile operators would depend on how responsive they are to change.
  
2. The passage cites which of the following as examples of the "end-game" that may be played out on a large scale in the future?
  - (a) The next generation of mobile networks will be based on technologies called LTE and WiMax.
  - (b) Mobile operators focusing on branding, segmenting customers and service.

- (c) The 'chest beating' that Vodafone's CEO refers to.
- (d) The deal between Vodafone and Telefónica to share network infrastructure in several European Countries.
- (e) Equipment makers like Nokia Siemens have fewer staff, lower overheads and apply cost saving tricks.
  
3. Which of the following makes the author's thesis less supportable?
  - A. When companies know that the network they make is going to be shared with competitors they refuse to make such expensive investment.
  - B. Since there aren't different class of utilities, the service provided by one provider will not be different from that provided by another—e.g., electricity provided by different providers is the same.
  - C. The costs of manufacturing and setting up network infrastructure cannot be recovered through hiring the infrastructure.
  - D. Network sharing will make number portability a reality and providers will lose their customer base.

|             |             |             |
|-------------|-------------|-------------|
| (a) A and C | (b) B and D | (c) C and D |
| (d) B and C | (e) A and D |             |
  
4. Which of the following can be cited in support of the author's thesis?
  - A. Network sharing and managed services is common in the Indian mobile market and have helped reduce the costs by about 15%.
  - B. Mobile broadband network is cheaper and faster than the normal type linked to the wire line network.
  - C. LTE and Wimax based access will offer high speed and cheaper internet access than other types of access.
  - D. In the U.K., Vodafone outsourced its end-to-end operations for its 2G and 3G Radio Access Network to Ericsson.

|            |             |             |
|------------|-------------|-------------|
| (a) A only | (b) B only  | (c) C and D |
| (d) C only | (e) A and C |             |

## ★ PASSAGE 5 (12 TO 15 MINUTES)

It is fashionable these days, particularly in the West, to speak of India and China in the same breath. These are the two big countries said to be taking over the world, the new contenders for global eminence after centuries of Western domination, the Oriental answer to generations of Occidental economic success.

Indeed, two new books explicitly twin the two countries: Robyn Meredith's *The Elephant and the Dragon: The Rise of India and China and What It Means for All of Us* and Harvard business professor Tarun Khanna's *Billions of Entrepreneurs: How China and India are Reshaping their Futures – and Yours*. Both books view the recent rise of India and China as shifting the world's economic and political tectonic plates. Some even speak of "Chindia," as if the two were joined at the hip in the international imagination.

Count me among the sceptics. It is not just that China and India have little in common, save for the fact that they occupy a rather vast landmass called "Asia." It is also that they are already at very different stages of development. China started its liberalization a decade and a half before India, hit double-digit growth when India was still hovering around 5%, and, with compound growth, has put itself in a totally different economic league from India, continuing to grow faster from a larger base.

Moreover, the two countries' systems are totally dissimilar. If China wants to build a new six-lane expressway, it can bulldoze its way through any village in its path. In India, if you want to widen a two-lane road, you could be tied up in court for a dozen years over compensation entitlements.

When China built the Three Gorges dam, it created a 660-kilometer long reservoir that necessitated displacing two million people—all accomplished in 15 years without a fuss in the interest of generating electricity. When India began the Narmada Dam project, aiming to bring irrigation, drinking water, and power to millions, it spent 34 years (so far) fighting environmental groups, human rights activists, and advocates for the displaced all the way to the Supreme Court, while still being thwarted in the streets by protesters.

That is how it should be: India is a fractious democracy, China is not. But, as an Indian, I do not wish to pretend that we can compete in the global growth stakes with China.

But if we can't compete, can we co-operate? The two civilizations had centuries of contact in ancient times. Thanks mainly to the export of Buddhism from India to China, Chinese came to Indian universities, visited Indian courts, and wrote memorable accounts of their voyages. Nalanda received hundreds of Chinese students in its time, and a few Indians went the other way; a Buddhist monk from India built the famous Lingyin Si temple in Hangzhou in the fifth century.

Southwest India's Kerala coastline is dotted with Chinese-style fishing nets, and the favorite cooking pot of the Malayali housewife is the wok, locally called the cheen-chetti (Chinese vessel).

But it has been a while since Indians and Chinese had much to do with each other. The heady days of Hindi-Chini bhai-bhai ("Indians and Chinese are brothers"), the slogan coined by Nehru's India to welcome Chou En-Lai in 1955, gave way to the humiliation of the 1962 border war, after which it was "Hindi-Chini bye-bye" for decades.

The border dispute remains unresolved, with periodic incursions by Chinese troops onto Indian soil and new irritants such as the anti-Chinese protests by Tibetan exiles who have been given asylum in India. To speak of a bilateral "trust deficit" might be an understatement.

And yet, there is some good news. Trade has doubled in each of the last three years, to an estimated \$40 billion this year; China has now overtaken the United States as India's largest single trading partner. Tourism, particularly by Indian pilgrims to the major Hindu holy sites in Tibet, Mount Kailash and Lake Mansarovar, is thriving.

Indian information technology firms have opened offices in Shanghai and Hangzhou, and Infosys recruited nine Chinese this year for its headquarters in Bangalore. There are dozens of Chinese engineers working in (and learning from) Indian computer firms and engineering companies, while Indian software engineers support the Chinese telecoms equipment manufacturer Huawei.

By and large, India is strong in areas in which China needs to improve, notably software, while China excels at hardware and manufacturing, which India sorely lacks. So India's Mahindra and Mahindra company manufactures tractors in Nanchang for export to the US. The key operating components of Apple's iPod were invented by the Hyderabad company PortalPlayer, while the iPod itself are manufactured in China. Philips employs nearly 3,000 Indians at its "Innovation Campus" in Bangalore to write more than 20% of the company's global software, which Philips' 50,000-strong workforce in China then turns into brand-name goods.

In other words, the elephant is already dancing with the dragon. The only question is whether political tensions could bring the music screeching to a halt. There is no doubt that, whatever India's legitimate differences with China's Communist regime, cooperation is in the best interests of both peoples. After all, one plus one doesn't only equal two; put together properly, it can add up to 11. (873 words) (Passage reproduced with permission from Project Syndicate. [www.project-syndicate.org](http://www.project-syndicate.org))

1. What is this passage about?

- (a) The importance of India and China in the new world order.
- (b) How India and China are becoming the new economic powers in the world after generations of Western domination.
- (c) Though in the West India and China are perceived to be in the same league, they differ in major ways.
- (d) Though the differences between India and China are real, it is in the best interests of both to work together.
- (e) Economically, China is far superior to India, having initiated liberalisation much earlier, and the comparisons between India and China are superfluous.

2. The writer is most likely to agree with which of the following?

- (a) China and India are at very different levels of development and India is far behind China.
- (b) There are signs that the idea of "Chindia" may become a reality in the near future.
- (c) India is a disciplined and mature democracy.
- (d) India and China had had differences from ancient times.
- (e) The only cooking pots used by the people of Kerala are Chinese.

3. The author is most likely to draw which of the following conclusions about the Three Gorges dam in China and the Narmada Dam project in India?

- (a) It shows the failure of the liberal democratic system in India.
- (b) It shows that progress will not be achieved unless the state has the legal authority to silence dissenting elements in a society.
- (c) It shows that communism can succeed where democracy has failed.
- (d) It shows that China is a much safer market for foreign investors.
- (e) It shows that India is ill equipped to compete with China in the area of growth.

4. Paragraph eight of the passage, is significant in the passage in which of the following ways?

*(Southwest India's Kerala coastline is dotted with Chinese-style fishing nets, and the favorite cooking pot of the Malayali housewife is the wok, locally called the cheen-chetti (Chinese vessel))*

- (a) It helps to trace the close relationship that China and India had had from ancient times, which the writer could then contrast with the hostility after the 1962 border war between the two nations.
- (b) It describes how Chinese culture had influenced the Indian culture from ancient times, and how the influence has continued into the modern times.
- (c) It describes how Chinese culture had influenced the Indian culture from ancient times, and provides the platform for the writer to call for greater cooperation between the two nations now.
- (d) It helps to trace the close relationship that China and India had had from ancient times, and provides the background to describe the ongoing cooperation between the two nations as nothing unusual as the western world thinks.
- (e) It helps the writer to prove that India should not underestimate the influence of the Chinese culture on Indian culture because it has permeated to such places as Kerala which is the farthest in India from China.

5. Choose from the options the best title for the passage.

- |   |   |
|---|---|
| (a) One plus One can be Eleven                    | (b) Can India compete with China?               |
| (c) Is "Chindia" a myth or a reality?             | (d) Can India keep step with China in progress? |
| (e) Will "Chindia" replace the Western dominance? |   |

## ★ PASSAGE 6 (14 MINUTES)

Science and technology changed agriculture profoundly in the twentieth century. Today, much of the developed world's agriculture is a large-scale enterprise: mechanized, computer-controlled, and based on sophisticated use of chemistry and knowledge of plant and soil physiology.

The invention of chemical fertilizers early in the century and their increasing use, together with mechanization and the development of high-yielding grain varieties, propelled the growth of agricultural productivity in the developed world. The Green Revolution brought these benefits to less developed nations.

As a result, despite a tripling of the global population, we have so far evaded Malthus' 1798 prediction that human population growth would inevitably outstrip our ability to produce food. Over the second half of the twentieth century, the hungry of the Earth shrank from half of its three billion human inhabitants to less than a billion of the current 6.5 billion.

Twentieth-century plant breeders learned to accelerate genetic changes in plants with chemicals and radiation—a rather shotgun approach to the genetic improvement of plants. The introduction of molecular methods began the current agricultural revolution. The use of such techniques is referred to as genetic modification (GM), genetic engineering, or biotechnology. GM crops that resist certain pests and tolerate herbicides have gained rapid acceptance in many countries.

According to the International Service for the Acquisition of Agri-biotech Applications (ISAAA), GM crop adoption is growing at double-digit rates, reaching 114.3 million hectares in 23 countries in 2007. Perhaps most importantly, 11 of the 12 million GM farmers are resource-poor smallholders.

In the 12 years since their commercial introduction, insect-resistant GM crops have increased yields while significantly decreasing the use of toxic pesticides. Herbicide-tolerant plants have decreased herbicide use and encouraged the widespread adoption of no-till farming, markedly reducing topsoil loss and promoting soil fertility.

Despite dire predictions, no adverse effects of GM crops on health, biodiversity, and the environment have been documented to date. The only unanticipated effects so far have been beneficial. Insect-resistant GM corn, for example, shows much lower levels of mycotoxin contamination than conventionally or organically grown corn because the plants are resistant to the insect larvae that bore holes through which fungi enter plants. No holes, no fungi, no mycotoxins.

GM techniques are widely accepted in medicine and food technology. What would we do today in the face of the growing world-wide diabetes epidemic without human insulin, now produced on a very large scale from human insulin genes expressed in microorganisms?

But the use of molecular techniques to improve crop plants continues to be rejected emphatically by many countries in Europe, by Japan, and—most tragically—by many African countries.

Recent food and energy price shocks have pulled the world up short. The so-called “food crisis” of 2008 was not really a crisis in the sense of a condition that can be resolved by the quick application of emergency measures. It has been developing for decades. And it is not likely to disappear soon, though food prices are moderating for the moment.

A human population approaching seven billion is straining the limits of the planet’s ecological support systems. Water and arable land are in short supply. The climate is changing. Fossil fuel energy is expensive and contributes to climate change. Unexpectedly, we find ourselves once again staring down the barrel of Malthus’ gun.

Most of the world’s poorest people are rural, small-holding farmers, virtually untouched by modern agriculture. There is much room for increasing productivity. And yet, while we hear talk of a second Green Revolution, expanding the food supply today in the poorest, most crowded, and insecure nations is a formidable task.

It seems that somewhere between the Green Revolution and the biotechnology revolution, the developed world declared the battle for food security won and moved on. Citizens of many urbanized, developed countries have grown nostalgic, increasingly convinced that organic farming, a throwback to nineteenth-century agriculture, produces nutritionally superior food (it doesn’t) and can solve the world’s food problems (it can’t).

Where land is not yet limited, small-scale organic farming is an affordable luxury. The amount of arable land on the planet has not changed substantially in more than half a century. Land is lost to urbanization, desertification, and salinization as fast as it is added by clearing forests and ploughing grasslands.

Yet the human population’s growth and increasing affluence continue to push up demand for food, feed, and fiber. Now, as we begin to confront the inevitable exhaustion of fossil fuel supplies, we are asking agriculture to satisfy some of our energy appetite, as well. This is like expecting your modest annual salary to satisfy all the appetites you developed while burning through a large inheritance.

Adapting to climate change and decreasing agriculture’s environmental impact, while substantially increasing its productivity, are among the key challenges confronting us in the twenty-first century. Despite the bad rap they’ve gotten, the GM crops in use today have already contributed to meeting both challenges.

Developing an environmentally friendly agriculture for a hot and crowded planet will require the most advanced agricultural methods available, including GM techniques. Indeed, there are projects underway to develop crop varieties that use less water and maintain their yield potential under harsher drought conditions than today’s crops.

Will we have the wisdom to accept the growing evidence of safety and welcome these necessary survival tools? (881 words) (Passage reproduced with permission from Project Syndicate. [www.project-syndicate.org](http://www.project-syndicate.org))

1. In the second half of the twentieth century the number of the hungry of the Earth declined from...
  - (a) 50% of the population to 34%.
  - (b) 50% of the population to 16%. 34% of the population to 16%.
  - (c) 34% of the population 8%.
  - (d) Cannot be determined.
  
2. Which of the following proves Malthus’s theory of population false?
  - (a) The population tripled in less than a century.
  - (b) Science and technology changed agriculture radically in about hundred years.

- (c) The proportion of the hungry on Earth reduced in the second half of the 20<sup>th</sup> century.
- (d) Though population tripled, food production increased to meet its demands.
- (e) None of the above.
  
3. What is the author’s attitude towards GM foods?
 

|   |  |
|---|--|
| <ol style="list-style-type: none"> <li>(a) Upbeat.</li> <li>(c) Downbeat.</li> <li>(e) Cautious.</li> </ol> | <ol style="list-style-type: none"> <li>(b) Partially positive.</li> <li>(d) Partially negative.</li> </ol> |
|---|--|
  
4. According to the passage, which of the following is/are advantages of GM techniques in farming?
 

|   |   |
|---|---|
| <ol style="list-style-type: none"> <li>A. Increased yields.</li> <li>C. More nutritious foods.</li> </ol> | <ol style="list-style-type: none"> <li>B. Decreased use of pesticides.</li> <li>D. Environmental friendliness.</li> </ol> |
|---|---|

  - (a) A and B
  - (c) C only
  - (e) All of the above
  
5. The author is most likely to agree with which of the following?
  - (a) Unless we adopt molecular methods in agriculture Malthusian theory of population may just turn out to be true.
  - (b) Organic farming is a viable alternative to genetic modification to increase agricultural productivity.
  - (c) Organic farming produces nutritionally superior foods.
  - (d) The food and energy crisis of 2008 could have been solved quickly by effectively switching over to GM farming techniques.
  - (e) Malthusian theory of population does not hold true for mankind any longer.
  
6. According to the passage, why are GM crops significant in the twenty first century?
  - (a) The amount of arable land on the planet is limited.
  - (b) Urbanization, deforestation, and desalination are major problems in the 21<sup>st</sup> century.
  - (c) In this century agriculture is also expected to provide solutions to energy crisis.
  - (d) Even when dramatically improving productivity GM crops are eco friendly.
  - (e) Most of the world’s farmers are poor, and they are unaware of the modern techniques in farming.

### ★ PASSAGE 7 (15 MINUTES)

Doctors and medical researchers often give patients a treatment that looks like the real thing, but is in fact a “fake.” Such treatments—called “placebos”—are applied in two situations. They are used in research to “blind” patients and often to “blind” researchers as well—so that it is not known whether a given patient is receiving medication or, say, merely a lactose tablet. This is important, if one wants to test scientifically whether a new medication (or treatment) is really effective.

But doctors and researchers also believe that giving a patient a pill can have powerful effects on disease, even when the pill contains no active substance. For half-a-century, it has been held that placebos can affect not only subjective sensations—such as when a patient receiving a lactose tablet reports a decrease in pain—but also objective outcomes, such as swelling and even myocardial infarction.

Indeed, in 1955, Henry Beecher published a famous article in the Journal of the American Medical Association entitled, “The Powerful Placebo” in which he claimed that placebos could be effective in one-third of patients. In the decades that followed, anecdotal evidence has frequently been regarded as clinical proof that patients benefit from placebos; their use has come to be seen by some practitioners as not just a research tool, but as a legitimate therapeutic technique.

It is, of course, natural to believe that a sham medical treatment that looks like a real one may be effective. After all, it is common knowledge that what goes on in the mind can have physical consequences. For example,

strong fear, as with soldiers in battle, increases heart rates and blood pressure and may incite uncontrolled defecation or urination.

But most research on the effect of placebos has been of poor quality. For example, a common approach has been to give a group of patients a placebo and compare their condition before and afterwards. If the patients improved, this was regarded as evidence that the placebo worked—even though patients often get better without any treatment at all. If we wish to study the possible effect of placebos, it is necessary to have a control group of patients who receive no treatment at all.

Such studies—in which randomly selected groups of patients who receive a placebo are compared with a randomly selected control group that receives no treatment—are difficult to find. At the Nordic Cochrane Centre and the University of Copenhagen, Asbjørn Hróbjartsson and I performed a systematic review of 130 studies of placebo effects that fulfilled basic statistical requirements. The types of placebos that were investigated in these trials were either pharmacological (say, a lactose tablet), physical (say, an ultrasound machine that was turned off), or psychological (say, an undirected, neutral discussion).

Our findings were recently published in *The New England Journal of Medicine*. Like most researchers and practitioners, we started our research believing that placebos could have powerful clinical effects, but were surprised by what we found in the data. When clinical outcomes of placebos were measured on a binary scale, such as improved/not improved, we could not detect any placebo effects.

Nor did we find any effect on objective outcomes measured on a continuous scale, such as blood pressure or weight loss. We did find an apparent effect on subjective continuous outcomes such as pain, but these results were weak and unreliable. We noticed, for example that the larger the study, the smaller the effect—and small studies are statistically less reliable than bigger ones, and often exaggerate the effect.

The weak effect of placebos on subjective outcomes, such as pain, may also be spurious for another reason. In almost all relevant studies, the patients were randomly divided into three groups: those receiving medically active treatment, those receiving a placebo treatment, and those receiving no treatment. But it is a well-known phenomenon in health care research that it is impossible in these kinds of studies to prevent a bias in the way patients report their subjective states. Those in the group receiving placebos may hope that they receive an active treatment and, although they do not really improve, may report a small decrease in pain to please the investigator. Conversely, patients in no-treatment group may be disappointed, leading them to exaggerate their pain.

These statistical and reporting biases may be entirely responsible for the effect of placebos on patients experiencing pain found in our study. Even if real, the effect we found was rather weak—an average decrease of 6.5%—and probably without any clinical relevance because other studies have shown that decreases in pain should be twice the amount we found, in order to have a significant effect on patients' well-being.

Our research thus refutes the claim that giving patients placebos can, by itself, produce powerful clinical effects. But some researchers have a much broader concept of placebo effect, including the possible effect on the patient's health of his overall interaction with the health-care provider, and we have not ruled out the possibility of such an effect.

We all know that it makes a difference if one is cared for by an empathetic nurse or a doctor. What is not known is whether any improvement in health in such cases is due to the "good feeling" or other psychic states generated by the interaction with the care provider—something that could be equated with a placebo effect. What we do know is that a good doctor may be better at convincing the patient that he should take his medication regularly, and this may be the real cause of improved health. We would not call this a placebo effect.

Our research does not suggest that placebos should be abandoned in clinical trials. If they are not used, for example, investigators who know that a patient is receiving a medically active treatment may react differently to possible adverse effects and prematurely remove the patient from the trial. Placebos may be useful, therefore, by blinding investigators as well as patients.

But the use of placebos in clinical practice is another matter. A practitioner who administers a placebo wants to benefit the patient by making the patient believe that he is receiving an active treatment. This is an act of deception that is as ethically problematic as it is medically dubious, and it jeopardizes the mutual trust that an effective patient-provider relationship requires. (1060 words) (Passage reproduced with permission from Project Syndicate. [www.project-syndicate.org](http://www.project-syndicate.org))

1. Which of the following statement is an accurate description of the author's attitude towards placebos?
  - (a) He disapproves of placebos as tools used in clinical trials and disparages their application in medical treatment.
  - (b) He disapproves of placebos as tools used in clinical trials and endorses their application in medical treatment.
  - (c) He approves of placebos in clinical trials as a valuable research tool but disparages their use in curative procedures.
  - (d) He approves of placebos as tools used in clinical trials and endorses their application in medical treatment.
  - (e) He endorses the use of placebos in clinical trials and in medical treatment because what goes on in the mind has physical consequences.
2. Which of the following situations best explains a clinical trial with placebos?
  - (a) For several days a patient was given morphine. Then, at some point the patient was given a saline solution instead of morphine. The morphine worked exactly like saline solution.
  - (b) For several days a patient was given saline solution. Then, at some point the patient was given morphine instead of saline solution. The saline solution had worked but morphine did not.
  - (c) For several days a patient was given morphine. Then, at some point the patient was given a saline solution instead of morphine. The saline solution worked exactly like morphine.
  - (d) For several days a patient was given saline solution. It worked well. Then, at some point the patient was given a saline solution mixed with morphine. The patient felt an increased sense of well being.
  - (e) For several days a patient was given saline solution. It worked well. Then, at some point the patient was given a saline solution mixed with morphine. The patient's pain increased.
3. According to the author, which of the following would make the possible effects of the placebos more credible?
  - (a) If the data included a control group that received only placebo medicines.
  - (b) If the data include a control group that received both the placebos and actual medicines.
  - (c) If the data included a control group that received actual medicines but was told that it was on placebos.
  - (d) If the data included a control group that received placebos but was told that it was on actual medicines.
  - (e) If the data included a control group of patients who were not treated.
4. The writer cites 'the systematic review of 130 studies of placebo effects' in order to ...
  - (a) Provide evidence for his argument that placebos have no clinical application.
  - (b) Strengthen his argument that placebos do not have powerful effects on diseases.
  - (c) Substantiate that the different types of placebos—pharmacological, physical, and psychological—have minimal effects.
  - (d) Provide evidence for the fact that patients often got better without any treatment at all.
  - (e) Compare the objective and the subjective effects of the placebos.
5. According to the passage, the weak effect of placebos on subjective outcomes is unreliable because...
  - (a) The patients are randomly divided into three classes receiving placebo, medically active, and no treatment.
  - (b) The feedback from patients is not accurate.
  - (c) The group receiving particular kind of treatment may wish for the other type of treatments.
  - (d) The patients try to please the investigators.
  - (e) The patients often exaggerate their pain.
6. According to the author, which of the following provides the best reason for the use of placebos?
  - (a) In medically active treatments, placebos will help investigators to study the adverse effects of a medicine more effectively.

- (b) Without placebos, physicians are likely to withdraw the use of active medicines prematurely because of its adverse side effects in patients.
- (c) In clinical trials, placebos will help investigators to study the adverse effects of a medicine more effectively.
- (d) Placebos can be used to blind the physicians and the patients during clinical therapies.
- (e) The use of placebos is ethically suspect and medically dubious in an effective patient-provider relationship.

## ★ PASSAGE 8 (12 MINUTES)

Privacy has become a big issue in contemporary jurisprudence. The “right to privacy” is enshrined in the United Nations Declaration of Human Rights, and guaranteed by Article 8 of the European Convention on Human Rights. But Article 8 is balanced by Article 10, which guarantees “free expression of opinion.” So what right has priority when they conflict?

Under what circumstances, for example, is it right to curtail press freedom in order to protect the right to privacy, or vice versa? The same balance is being sought between the right of citizens to data privacy and government demands for access to personal information to fight crime, terrorism, and so on.

Freedom of speech is a fundamental democratic liberty. It is a necessary protection against abuses of power and cover-ups of wrongdoing by public officials. It was never more effectively displayed than in the Watergate investigation, which brought down Richard Nixon in 1974.

So it is no surprise that press freedom is the freedom that authoritarian governments are keenest to curtail. Indeed, provided they can sufficiently muzzle the media they can even allow (relatively) free elections, as in Putin’s Russia. With the press heavily shackled in large parts of the world, freedom of speech is still a worthy slogan.

But one can have too much press freedom. Over the years, the tabloid press has become increasingly intrusive, claiming the right not just to expose corruption and incompetence in high places, but to titillate readers with scandalous revelations about the private lives of the famous. What started off as entertaining gossip about royalty and film stars has burgeoned into a massive assault on privacy, with newspapers claiming that any attempt to keep them out of the bedroom is an assault on free speech.

The issue has just been tested in Britain’s High Court. In March, Britain’s leading scandal sheet, The News of the World published an “exclusive” front page story, under the headline “F1 BOSS HAS SICK NAZI ORGY WITH 5 HOOKERS.” It told how Max Mosley, President of the Federation Internationale de l’Automobile (FIA, the body that oversees world motoring and racing) and son of the former British fascist leader, Sir Oswald Mosley, had, two days earlier, taken part in a sadomasochistic “orgy” with a “Nazi theme” in a private apartment in London. The story was accompanied by photographs taken clandestinely by one of the women in cooperation with the News of the World, which readers were invited to download from the paper’s Web site.

Max Mosley admitted participating in this (not illegal) happening, but sued the News of the World for breach of privacy; the newspaper argued that it was in the “public interest” that Mosley’s sexual activities be disclosed. The presiding judge, Mr Justice Eady, rejected the newspaper’s defense, and awarded Max Mosley £60,000 (\$115,000) compensation for the invasion of his privacy, the highest damages so far given for a complaint brought under Article 8.

There is a curious aspect to Eady’s judgment. He rejected the News of the World’s “public interest” defense, because he found no evidence that the sadomasochistic party had a “Nazi theme.” This implies that had there been a Nazi theme, it could have been legitimate to publish it, given Mosley’s position as FIA president. But surely the particular nature of Mosley’s private fantasies is irrelevant to the case. It is hard to see why I am less entitled to privacy because I am turned on by a Nazi uniform than I would be if I were excited by a pair of knickers.

What Eady’s judgment did accomplish was to highlight the crucial distinction, necessary for all clear thinking about privacy, between what interests the public and what is in the public interest. So how can this distinction be made effective?

France has a privacy law that explicitly defines both the scope of privacy and the circumstances in which the law applies. By contrast, in Britain it is left to judges to decide what the “right to privacy” means. There is a natural fear that specific legislation designed to protect privacy would muzzle legitimate press inquiries. At the same time, it is widely acknowledged (except by most editors and journalists) that a great deal of media intrusion is simply an abuse of press freedom, with the sole aim of boosting circulation by feeding public prurience.

A law that curtails the abuse of press power while protecting its freedom to expose the abuse of political power would be difficult, but not impossible, to frame. The essential principle is that the media should not be allowed to pander to the public’s prurience under cover of protecting the public interest.

What famous people—indeed ordinary people, too—do in private should be off limits to the media unless they give permission for those activities to be reported, photographed, or filmed. The only exceptions would be if a newspaper has reasonable grounds for believing that the individuals concerned are breaking the law, or that, even if they are not breaking the law, they are behaving in such a way as to render them unfit to perform the duties expected of them.

Thus, a pop star’s consumption of illegal drugs may be reported, but not his or her sexual habits (if they are legal). The private life of a politician may be revealed if it is expected to have consequences for the way the country is being governed; that of a top executive of a public company if it may affect the returns to shareholders.

This should be the only “public interest” defense available to a media outlet that is sued for invasion of privacy. The media might become a bit drearier, but public life would be far healthier. (949 words) (Passage reproduced with permission from Project Syndicate. [www.project-syndicate.org](http://www.project-syndicate.org))

1. Choose the best title for this passage.
  - (a) Public Interest vs. Interests of the Public.
  - (b) Freedom of Press vs. Freedom of Individuals.
  - (c) The Press vs. Privacy.
  - (d) The Press vs. Politicians.
  - (e) Freedom of speech vs. Privacy.
  
2. “So what right has priority when they conflict?” The author would most probably give priority to which of the following when privacy and press freedom are in conflict?
  - (a) Freedom of speech.
  - (b) Freedom of press.
  - (c) Right to privacy.
  - (d) Public interest.
  - (e) None of the above.
  
3. It can be inferred from the passage that press freedom...
  - A. Becomes increasingly intrusive and cater to prurient interests.
  - B. Helps contain the authoritarian tendencies of the regime.
  - C. Is necessary to protect against abuses of power by public officials.
  - D. Is based on the assumption that any attempt to keep them out of the bedroom is an assault on free speech.
  - (a) All of the above.
  - (b) A and B
  - (c) B and C
  - (d) A and D
  - (e) A, B, and C
  
4. The writer considers Eady’s judgment favouring Max Mosley under Article 8 ‘curious’ because...
  - (a) It awarded the highest damages ever for a complaint under Articles 8.
  - (b) It highlighted the difference between public interest and interest of the public.
  - (c) The incident did not have a “Nazi theme” which would have been relevant to the case.
  - (d) It considered the private fantasies of Max Mosley as being relevant to the case.
  - (e) The News of the world was legitimate within the bounds of press freedom to have published the story and the photographs of Max Mosley.
  
5. The writer believes that most editors and journalists...
  - (a) Would not agree that press freedom is abused to boost circulation.
  - (b) Would acknowledge that a great deal of media intrusion is an abuse of press freedom.

- (c) Cannot decide what the ‘right to privacy’ means.
- (d) Legislation to protect privacy would not interfere with press freedom.
- (e) Would agree that press freedom is abused to cater to prurient interests.

## ★ PASSAGE 9

In 2002, the cognitive scientist Daniel Kahneman of Princeton University won the Nobel Prize in Economics for work done with his longtime collaborator Amos Tversky (who died in 1996). Their work had to do with judgment and decision-making—what makes our thoughts and actions rational or irrational. They explored how people make choices and assess probabilities, and uncovered basic errors that are typical in decision-making.

The thinking errors they uncovered are not trivial mistakes in a parlor game. To be rational means to adopt appropriate goals, take the appropriate action given one’s goals and beliefs, and hold beliefs that are commensurate with available evidence. It means achieving one’s life goals using the best means possible. To violate the thinking rules examined by Kahneman and Tversky thus has the practical consequence that we are less satisfied with our lives than we might be. Research conducted in my own laboratory has indicated that there are systematic individual differences in the judgment and decision-making skills that Kahneman and Tversky studied.

Ironically, the Nobel Prize was awarded for studies of cognitive characteristics that are entirely missing from the most well-known mental assessment device in the behavioral sciences: intelligence tests. Scientists and laypeople alike tend to agree that “good thinking” encompasses sound judgment and decision-making—the type of thinking that helps us achieve our goals. Yet assessments of such good (rational) thinking are nowhere to be found on IQ tests.

Intelligence tests measure important things, but they do not assess the extent of rational thought. This might not be such a grave omission if intelligence were a strong predictor of rational thinking. But my research group found just the opposite: it is a mild predictor at best, and some rational thinking skills are totally dissociated from intelligence.

To an important degree, intelligence tests determine the academic and professional careers of millions of people in many countries. Children are given intelligence tests to determine eligibility for admission to school programs for the gifted. Corporations and the military depend on assessment and sorting devices that are little more than disguised intelligence tests.

Perhaps some of this attention to intelligence is necessary, but what is not warranted is the tendency to ignore cognitive capacities that are at least equally important: the capacities that sustain rational thought and action.

Critics of intelligence tests have long pointed out that the tests ignore important parts of mental life, mainly non-cognitive domains such as socio-emotional abilities, empathy, and interpersonal skills. But intelligence tests are also radically incomplete as measures of cognitive functioning, which is evident from the simple fact that many people display a systematic inability to think or behave rationally despite having a more than adequate IQ. For a variety of reasons, we have come to overvalue the kinds of thinking skills that intelligence tests measure and undervalue other important cognitive skills, such as the ability to think rationally.

Psychologists have studied the major classes of thinking errors that make people less than rational. They have studied people’s tendencies to show incoherent probability assessments; to be overconfident in knowledge judgments; to ignore the alternative hypothesis; to evaluate evidence with a “my side” bias; to show inconsistent preferences because of framing effects; to over-weigh short-term rewards at the expense of long-term well-being; to allow decisions to be affected by irrelevant context; and many others.

All of these categories of failure of rational judgment and decision-making are very imperfectly correlated with intelligence—meaning that IQ tests tend not to capture individual differences in rational thought. Intelligence tests measure mental skills that have been studied for a long time, whereas psychologists have only recently had the tools to measure the tendencies toward rational and irrational thinking. Nevertheless, recent progress in the cognitive science of rational thought suggests that nothing—save for money—would stop us from constructing an “RQ” test.

Such a test might prove highly useful. Suboptimal investment decisions have, for example, been linked to overconfidence in knowledge judgments, the tendency to over-explain chance events, and the tendency to

substitute affective valence for thought. Errors in medical and legal decision-making have also been linked to specific irrational thinking tendencies that psychologists have studied.

There are strategies and environmental fixes for the thinking errors that occur in all of these domains. But it is important to realize that these thinking errors are more related to rationality than intelligence. They would be reduced if schools, businesses, and government focused on the parts of cognition that intelligence tests miss.

Instead, these institutions still devote far more attention and resources to intelligence than to teaching people how to think in order to reach their goals. It is as if intelligence has become totemic in our culture. But what we should really be pursuing is development of the reasoning strategies that could substantially increase human well-being. (*Passage reproduced with permission from Project Syndicate. www.project-syndicate.org*) (798 words)

1. Choose the most suitable title for the passage.
  - (a) Cognition and Psychometrics.
  - (b) Judgment under Uncertainty.
  - (c) Psychological Science.
  - (d) Rationality and Intelligence.
  - (e) Sensibility versus Intelligence.
  
2. According to the passage, intelligence tests at their best...
  - A. are measures of cognitive functioning.
  - B. ignore important cognitive capacities.
  - C. are incomplete measures of one’s intelligence.
  - D. ignore one’s suitability for academic and professional careers.
  - E. are poor indicators of the capacity for right action.

|                 |                 |
|-----------------|-----------------|
| (a) A, B, and E | (b) A, C, and D |
| (c) B, D, and E | (d) B and E     |
| (e) A and C     |                 |
  
3. The passage supports which of the following inferences?
  - A. People are less satisfied with their lives than they need to be.
  - B. IQ tests do not provide an accurate measure of one’s intelligence.
  - C. It is not possible to design a test that would accurately measure one’s decision making skills.
  - D. For activities such as research and management high IQ scores are not very relevant.
  - E. A person with more than adequate IQ is likely to be overconfident in knowledge judgments.

|                       |                 |
|-----------------------|-----------------|
| (a) A only            | (b) A and C     |
| (c) C only            | (d) B, C, and D |
| (e) None of the above |                 |
  
4. The thesis put forward by the author in defence of Daniel Kahneman would be less supportable if which of the following was true?
  - (a) Success of rational judgments is imperfectly correlated with intelligence.
  - (b) A reliable test to measure rational decision making skills cannot be constructed.
  - (c) If institutions and government devoted more funds and attention to the development of intelligence.
  - (d) Failure of rational judgments is imperfectly correlated with intelligence.
  - (e) None of these.
  
5. According to the passage, which of the following is an example of thinking errors uncovered by psychologists?
  - (a) Big mistakes committed in a parlour game.
  - (b) Consistent probability assessments.
  - (c) Confidence in one’s knowledge.
  - (d) Evaluation of alternative hypothesis.
  - (e) None of these.

## ★ PASSAGE 10 (15 MINUTES)

Over the past 150 years dramatic failures have occurred, at surprisingly regular intervals, in the field of bridge building.

In 1847, the first major structural failure on Britain's expanding railway network occurred at Chester, England. The Dee Bridge, whose cast- and wrought-iron design followed common practice for the period, collapsed under a passing train, killing everyone aboard. Subsequent investigation revealed that the structure, the longest of its kind, simply pushed the limits of railroad-bridge engineering too far.

In 1879, the longest bridge in the world spanned the River Tay at Dundee, Scotland. Composed of many modest spans, the structure involved no radically new design concepts and seemed to be a mere application of proven technology. However, the force of the wind was grossly underestimated and workmanship was inferior. As a result, the Tay Bridge, vulnerable in a gale, was blown off its supports.

In 1907, the longest span in the world was being constructed over the St. Lawrence River near Quebec, Canada. The bridge was of a relatively new type, known as a cantilever, which had become quite fashionable. Although it was only slightly longer than the highly successful cantilever bridge over the Forth River near Edinburgh, Scotland, the Quebec Bridge was so inadequately designed that it collapsed before it was completed.

In 1940, the third longest suspension bridge in the world was opened in Washington State. The Tacoma Narrows Bridge was designed as state of the art, which included a strong aesthetic preference for slender structures. Within four months of its opening, the bridge was destroyed by winds in a manner totally unanticipated by its engineers.

In 1970, steel box-girder bridges in Milford Haven, Wales, and in Melbourne, Australia, failed spontaneously while under construction. Both were among the longest structures of their kind and were thought to be just natural applications of existing technology.

In 2000, the much-anticipated opening of London's Millennium Bridge over the River Thames was followed only three days later by its closure. The sleek footbridge swayed unexpectedly and excessively under the feet of pedestrians, and it was deemed too dangerous to use. What should have been a mere extension of the millennia-old art of building pedestrian bridges, proved to be a modern engineering embarrassment?

The thirty-year interval between historic bridge failures was first highlighted by the work of Paul Sibly, who wrote a thesis on the subject, and his University of London advisor, A.C. Walker. They noted the cyclical regularity of such occurrences and speculated that it represented a gap in communications between generations of engineers.

Although each of the notable failures involved a different type of bridge, in no case was the structure radically new. Each used technology that engineers had been confidently employing for bridges, and for which the assumed loads and methods of analysis were well established. In every case, engineers believed that they were just building incrementally on successful practice.

In fact, designing in a climate of success can be dangerous for an engineer. Successful experience teaches us only that what has been accomplished in the past has worked. But things that work on a small scale do not necessarily work when slightly larger.

This was known to Vitruvius, who wrote about Greek and Roman engineering more than 2,000 years ago. It was also known to Galileo, who noted that Renaissance engineers who followed successful methods of building ships and moving obelisks were often surprised by the spontaneous failures when tried with larger ships and obelisks.

Failures always reveal weaknesses and provide incontrovertible evidence of our incomplete understanding of how things work. When the failures described above occurred, engineers were sensitized to their own limitations and so approached subsequent designs—no matter of what kind of bridge—with renewed respect for the laws and forces of nature. Unfortunately, human memory fades with time, and new generations of engineers with no vivid experience of past failures can proceed with hubris to design again beyond wise limits.

The history of engineering is no mere adjunct to technical know-how. A historical perspective on bridge building or any other engineering specialty provides a caveat about how our humanity affects our thinking. Building a new bridge following a familiar model can lead to complacency. Building a novel bridge, especially in the wake of a spectacular failure, forces engineers to think from scratch and also to think more deeply and critically. Hence, the paradox that success leads to failure, and failure leads to success.

The cable-stayed bridge is a form that is currently being pushed to limits and beyond those originally imagined to apply to it. Widespread successes with cable-stayed structures have made the type almost

commonplace. As such, its development into ever longer spans is following the historic pattern that in the past has led to failures. Whether there will be a major cable-stayed bridge failure soon—or around the year 2030—will most likely depend not so much on computer analyses as on how well engineers know their history and are determined not to repeat it. (863 words) (Passage reproduced with permission from Project Syndicate. www.project-syndicate.org)

1. Which of the following maxims will most suitably introduce the above passage?
  - (a) "The higher you rise, the lower you fall."
  - (b) "This is how the world ends, not with a bang but a whimper."
  - (c) "Those who do not remember the past are condemned to repeat it."
  - (d) "An ounce of prevention is worth a pound of cure."
  - (e) "A chain is only as strong as its weakest link."
  
2. The writer is most likely to consider which of the following as the real reason for the cyclical regularity of bridge collapses?
  - (a) The radical change that engineering principles undergo at periodic intervals.
  - (b) The bridge building technologies being useful for a limited period of approximately 30 years.
  - (c) The communication gap between two generations of engineers.
  - (d) Engineers do not realize that things may not work at larger scales.
  - (e) The techniques that sustain small bridges are applied to large ones.
  
3. According to the passage, which of the following bridge techniques may lead to a collapse (if at all) in the near future?
  - (a) The beam type bridge which is built on two or more supports which hold up a beam.
  - (b) The arch type of bridge on which the weight is carried outward along two paths, curving toward the ground.
  - (c) A suspension bridge hung by cables which hang from towers. The cables transfer the weight to the towers, which transfer the weight to the ground.
  - (d) The cantilever type of bridge, in which two beams support another beam where the deck or traffic way is. The two beams must be anchored well.
  - (e) None of these.
  
4. According to the writer, what is the importance of engineering failures?
  - (a) They reveal mankind's weaknesses.
  - (b) They are proof for man's incomplete understanding of phenomena.
  - (c) They sensitize the engineers to the limitations of phenomena.
  - (d) They force engineers to review their knowledge.
  - (e) All of the above.
  
5. Which of the following explains the contextual meaning of the word *novel* as used in the passage? "Building a *novel* bridge, especially in the wake of a spectacular failure, forces engineers to think from scratch and also to think more deeply and critically."
  - (a) Beginning as the resumption or repetition of a previous act or thing.
  - (b) Not resembling something formerly known or used.
  - (c) Having recently come into existence or use.
  - (d) What is freshly made and unused.
  - (e) Striking especially in conception or style.
  
6. Which of the following most suitably introduces the passage?
  - (a) The History of Bridge Failures.
  - (b) The Historic Bridge Failures.

- (c) Engineering Failures and Historical Memory.
- (d) Engineering Failures and Generation Gap.
- (e) Success Leads to Failure and Failure to Success.

## ★ PASSAGE 11 (15 MINUTES)

The age of the Renaissance man is long gone. No one thinks it is possible anymore for an individual to grasp, fully, all areas of science and technology. Popular software contains millions of lines of code. Mechanisms of the immune response for just one kind of lymphocyte take up thousands of pages of scholarly journals. An iPod's elegantly simple appearance masks underlying technology that is understood by only a tiny percentage of its users.

But, despite the vast incompleteness of our knowledge, recent research suggests that most people think they know far more than they actually do. We freely admit to not knowing everything about how a helicopter flies or a printing press prints, but we are not nearly modest enough about our ignorance.

The easiest way to show this is to have people to rate the completeness of their knowledge on a seven-point scale. For any question, a "7" denotes the equivalent of a perfectly detailed mental blueprint, and a "1" implies almost no sense of a particular mechanism at all, just a vague image. People happily, and reliably, assign numbers to their understandings of everything from complex machines to biological systems to natural phenomena such as the tides; but these ratings are usually far higher than their actual knowledge.

We can measure the discrepancy between what we think we know and what we actually know by simply asking people, after they have given their initial ratings, to tell us how some things work in as much detail as they can and then to rate their knowledge again in light of their attempt to explain.

Similarly, we can ask them to answer critical diagnostic questions (for example, "How does a helicopter go from hovering in place to flying forward?") Or we can simply provide them with a concise but meaty expert explanation. In all of these cases, people somewhat sheepishly confess that their level of understanding was far worse than they originally thought.

People are often surprised and dismayed at their ignorance, but we are not generally bad at estimating how much we know. Instead, we have a special deficit with regard to our explanatory understandings. We are good at estimating how well we know simple facts, procedures, and narratives. But we seem to have a specific "illusion of explanatory depth"—the belief that we possess a more profound causal understanding than we really do. We can be appropriately modest about our knowledge of other things, but not so about our ability to explain the workings of the world.

Several factors converge to create this illusion of knowledge. When Leon Rozenblit and I uncovered the illusion and its specificity, we ran an extensive series of studies exploring why explanatory understanding is so vulnerable to a false sense of knowing. All of the factors that we identified are less influential for facts, procedures, and narratives.

One important factor underlying the illusion of explanatory depth arises from the richly hierarchical nature of most complex systems, which means that they can be understood at several levels of analysis. One can understand how a computer "works" in terms of the high-level functions of the mouse, the hard drive, and the display while not having any understanding of the mechanisms that enable a cursor to move when a mouse is moved, or allow information to be stored and erased, or control pixels on a screen. This hierarchical structure of complex causal systems seduces us into a sense of understanding at a high level, which is then mistaken for having an understanding at a lower level.

A second factor is the false comfort we derive from seeing the parts of a system. The more parts you can see, the more you think you know how those parts actually work. Thus, the illusion is stronger for objects with easy-to-inspect parts than it is for objects with more invisible, inaccessible, or microscopic parts. For example, we may think that we understand the mind much better than we do when we see images of glowing brain regions.

Finally, we often figure out things on the fly when they are in front of us, but then falsely assume that we came to the object with a full understanding in our heads rather than using and manipulating the object to decipher its mechanism.

There may be a silver lining to our inflated sense of understanding. The world is, of course, far too complex for any lone person to fully grasp. If a gnawing sense of ignorance kept us diving deeper in our quest to understand everything we encountered, we might suffocate in the details in one area and miss other areas completely.

The illusion of explanatory depth may stop us at just about the right level of understanding, one that enables us to know how to get more information from others when we really need it without being overwhelmed. It would perhaps be better if we recognized the limits of our own explanatory ability, but there may be some adaptive value of those limits as well. (836 words) (Passage reproduced with permission from www.project-syndicate.org)

1. The writer makes a reference to the age of the Renaissance man most probably in order to...
  - (a) People currently lack in-depth knowledge in any particular area and have merely a superficial awareness of others.
  - (b) There are very few experts in the current age.
  - (c) People in this age do not have varied interests and lack expertise in more than one area.
  - (d) The Renaissance man had no technology worth its name to master.
  - (e) The Renaissance man would have mastered all areas of technology if he were alive today.
2. It can be inferred from the passage that a rating of "7" indicated...
  - (a) That the person was an expert in the subject.
  - (b) That the person was lying.
  - (c) That the person had a clear understanding of the answer to the question.
  - (d) That once explanations were provided the person was likely to rate himself lower.
  - (e) That the person may be actually 4, 5, or 6 (lower than 7).
3. According to the passage, the most likely reason for the discrepancies between what people think they know and their actual knowledge is...
  - (a) That people generally do not realize that they do not know everything.
  - (b) That people are generally quite modest about their knowledge.
  - (c) That people are generally quite modest about their ignorance.
  - (d) That people are not generally quite modest about their ignorance.
  - (e) That people are not generally bad at estimating how much they know.
4. The passage implies that there will be no discrepancies between what people think they know and their actual knowledge if...
  - A. If the questions are related to currencies of the world.
  - B. If the questions are related to how to operate a mobile phone.
  - C. If the questions are related to the plots of movies.
  - D. If the questions are related to how a mobile phone works.
 

|                       |                  |
|-----------------------|------------------|
| (a) A only            | (b) B and D only |
| (c) A, B, and C       | (d) A and C only |
| (e) None of the above |                  |
5. According to the passage, which of the following contribute/s to an 'illusion of explanatory depth'?
  - A. Hierarchical structure of causal systems.
  - B. Systems with concealed parts.
  - C. Images of unknown objects.
  - D. Things that are discovered on the fly.
 

|                      |                  |
|----------------------|------------------|
| (a) A only           | (b) B and D only |
| (c) A, B, and C      | (d) A and C only |
| (e) All of the above |                  |
6. The last paragraph of the passage implies that...
  - (a) The writer considers it mandatory for people to realize the limits of their explanatory ability.
  - (b) Illusion of knowledge may be of significance in the process of evolution.

- (c) Lack of explanatory depth prevents us from getting information from others.
- (d) We are overwhelmed by our own lack of explanatory depth.
- (e) We are unable to get more information from others in the absence of illusion of knowledge.

## ★ PASSAGE 12 (12 MINUTES)

Until now, discovery was often considered the main goal of medical science. But nowadays discovery is almost too easy. Anyone with a little funding and a few biological specimens in a refrigerator can make thousands of postulated "discoveries."

Indeed, the number of research questions that we can pose is increasing exponentially. Medical kits the size of a thumbnail can measure a million different biological factors on an individual with an infinitesimal amount of blood. A million research questions can be asked on the spot. But even with proper statistical testing, many tens of thousands of these biological factors may seem to be important due to mere chance. Only a handful of them really will be. The vast majority of these initial research claims would yield only spurious findings.

So the main issue nowadays is to validate "discoveries" by replicating them under different settings. Several different teams of researchers need to see them "work" again and again using common rules. Moreover, all the teams should agree not to select and report only the data that seem most impressive. With selective reporting, we would end up with a long list of all the false discoveries made across all research teams, with only a few true findings buried among this pile of non-replicated waste.

In fact, empirical data suggest the significance of this danger. In a paper in the Journal of the American Medical Association published in July 2005, I showed that refutation is very common, even for the most prestigious research findings. I examined the 45 clinical research findings that had received the greatest recognition in the scientific world, as documented by the number of times other scientists had cited them over the last 15 years.

Even with the most robust types of research—for example, randomized clinical trials—one of four of these results had already been found to be wrong or potentially exaggerated within a few years after publication. For epidemiology (e.g., studies on vitamins, diet, or hormones in terms of their association with health outcomes in the general population), four-fifths of the most prestigious findings were rapidly contradicted. For molecular research, in the absence of extensive replication, the refutation rate may occasionally exceed 99%.

But we should not panic. It is to be expected that the majority of research findings are rapidly contradicted and refuted; indeed, it is part of how progress of science occurs. However, we need to adapt to this situation. Instead of taking scientific evidence as dogma, we should consider it as tentative information that should be ascribed a level of credibility.

There is nothing wrong with disseminating scientific information that has a credibility of 10%, or even 1%. Sometimes, this will be the best evidence we have. But we should get used to understanding that some research findings have very low credibility, while others may be more likely to stand the test of time. Scientists themselves may be able to ascribe these levels of credibility to their own work in fairness, if they describe in detail what they set out to do, and how they did it.

Science is a noble pursuit, but genuine progress in scientific research is not easy to achieve. It requires a lot of time, continuous effort, uncompromising integrity, appropriate funding and material support, and unwavering commitment. Proposed scientific advances require careful validation and replication by independent scientists. Scientific knowledge is never final, but it evolves continuously. This is part of the great fascination of science, and it fosters liberty of thought.

While these principles are probably well known to serious scientists, they are often forgotten when scientific information is disseminated. Our society is awash with inflated information, which is inherent to efforts in many human activities—entertainment, law courts, stock markets, politics, and sports, to name but a few—to gain greater public attention in the framework of mass civilization.

But it would be a damaging to expect science to "show off" in this way. Exaggeration contradicts the key hallmarks of scientific reasoning: critical thinking and careful appraisal of the evidence. (671 words) (Passage reproduced with permission from Project Syndicate. [www.project-syndicate.org](http://www.project-syndicate.org))

1. According to the writer, which of the following are the problems in medical research today?

- A. Tens of thousands of important biological factors are dismissed as unimportant.
- B. The majority of initial research claims yield spurious results.
- C. There is too much replication of scientific discoveries.
- D. True findings are highlighted through selective reporting.
- (a) All of the above
- (b) A and B
- (c) C and D
- (d) A, C, and D
- (e) B and D

2. The writer quotes the refutation rates of various research findings most probably in order to...

- (a) Point out the lack of replication of clinical research findings.
- (b) Show that most of the research taking place today is meant to misguide.
- (c) Highlight the dangers of selective reporting.
- (d) Highlight how easy scientific 'discovery' is today.
- (e) a and c.

3. It can be inferred from the passage that the credibility of scientific evidence can be ascertained by...

- (a) Realizing the fact that all scientific evidence is tentative.
- (b) Trying to understand the purpose and methods used to get the evidence.
- (c) Ascertaining how well they can stand the test of time.
- (d) Finding out how rapidly such evidence is contradicted and refuted.
- (e) Trying to find out the refutation rate.

4. The main purpose of the passage is to...

- (a) Describe how the vast majority of research today has become spurious and how science has moved away from its primary objectives of analysis and appraisal of evidence.
- (b) Argue the need for better awareness on the part of the scientists the tendency to invite attention to themselves rather than to objectively disseminate scientific information.
- (c) Describe the functions of scientific enquiry as critical thinking and appraisal of evidence and to exhort the scientists to not forget the noble pursuit of science.
- (d) To point out the contemporary problems plaguing medical research and to explain the evolving nature of knowledge in the field of medical science.
- (e) Describe the pitfalls in medical research and to exhort scientists to understand the spirit of science as enquiry and not renown.

5. The writer is most likely to treat which of the following as true and new scientific evidence?

- (a) Findings that are tentative but are convincingly true because of lack of evidence to the contrary.
- (b) Findings that are uncertain but not merely chance; independent scientists have been unable to refute it.
- (c) Findings that have become final after careful validation and replication by several independent scientists.
- (d) Findings that are tentative but credible because the purpose for which the evidence is gathered and the methodology of gathering evidence are spelt out.
- (e) Findings that are tentative but have a very high credibility and have not been reported selectively.

## ★ PASSAGE 13 (14 MINUTES)

Although broad scientific consensus has identified the loss of biological diversity as one of the world's most severe environmental threats, public recognition of the scale of the danger is lagging. Ecologists and other

environmental scientists bear some of the blame for failing to make their concerns meaningful to ordinary people. But their challenge is made more difficult by nay-Sayers who claim that fears about declining biodiversity are tree-huggers' conspiracy to elevate Nature above people.

Nothing could be further from the truth: the threat to biodiversity can mean the loss of critical features of humanity's life-support systems, and therefore threatens our personal and economic well-being. Remedial action can no longer be delayed.

Those who maintain that the biodiversity crisis is manufactured, or at least over-hyped, often point to the sometimes exaggerated estimates of extinction rates that appear in the press. Critics seize upon these embellishments to argue that there is really not much of a problem.

Wrong. Extinctions are only the tip of the iceberg. To focus on how many species have become extinct, or will go extinct, obscures the fact that a large number of species have become greatly contracted in the range of their habitats, primarily due to human activity. We appropriate land and resources for our purposes, release harmful wastes, and introduce alien species that displace natives.

Extinct or endangered species are indicators of a much bigger problem. Little comfort can be taken in the fact that a species survives if it persists only at a fraction of its historical abundance, or if it is restricted to a narrow part of where it once thrived. Such relics may escape the graveyard of species, but they no longer provide the services to humanity that they once did. We must then find substitutes that are more costly and less satisfactory.

For example, marine fish populations that were once reliable sources of food for billions of people, and vital parts of the economies of nations, have been decimated. Many such stocks, such as Newfoundland cod, which supported huge fisheries for centuries, have been reduced to a tiny proportion of their former levels.

Salmon stocks are endangered up and down the West Coast of the US, and ecologically unsustainable aquaculture is now the major source of salmon supplies for restaurants and supermarkets. We are reducing fisheries to smaller and less attractive fish, and the situation could get much worse as those disappear.

Why care about the loss of biodiversity? Clearly, the loss of fish stocks deprives our palates, and puts parts of our food supply at risk. But much more is at stake. In natural and managed systems alike, biodiversity supplies us with food, with fiber, and with fuel. We also mine natural systems for pharmaceuticals. Indeed, the majority of commercially available drugs owe their origins directly or indirectly to the diversity of plant and microbial life. This is not just ancient history, irrelevant in the era of molecular biology: naturally derived compounds, such as taxol, still provide some of the most promising avenues for the treatment of cancers and other diseases. As biodiversity shrivels, we lose a vast store of information and potential cures.

Natural systems also provide natural purification systems for air and water, supply pollinators for agriculture, mediate our climate, and recycle the elements upon which our life-support systems depend. As we lose natural systems and biodiversity, we diminish our quality of life, threatening our existence.

So why haven't the world's peoples united to solve the problem? The answer is all too familiar. Competition among nations and among people trumps cooperation, and regional and global conflicts obstruct the pathways to a sustainable future. There is insufficient incentive, even at local levels, for taking the long view, and for restraining our tendency to consume in order to benefit all of humanity.

As a result, we discount the future heavily. As individuals, we ask, If others are not going to restrain their activities, why should I? Governments use the same logic, and this makes it difficult to agree upon effective biodiversity conventions to sustain vanishing resources.

For biodiversity loss, as with so many global environmental challenges, the problem is that the social costs are not captured in market prices. Human nature is such that voluntary actions, either by individuals or by nations, cannot be relied upon to lead to the essential constraints on profligate tendencies at such a large scale. So we need to tighten the feedback loops and create stronger incentives for behaviours that advance the common good, including that of future generations.

To cite one example: because Costa Rica's government pays private landowners for biodiversity conservation and other ecosystem services, deforestation rates in that country have diminished dramatically. We also need international conventions to change systems of accounting to include fully the social costs of our behaviour, as advocated by organizations such as the Stockholm-based Beijer Institute for Environmental Economics. (812 words) (Passage reproduced with permission from [www.project-syndicate.org](http://www.project-syndicate.org))

1. Which of the following best serves to contradict the "tree huggers' conspiracy"?
  - (a) Fears about declining biodiversity are based on threats perceived to personal and economic wellbeing.
  - (b) The so called tree huggers' value nature more than they value people and their sustenance.
  - (c) Many animals eat more than one thing, and each link in each chain is important and integral to the entire system.
  - (d) Ecologists and environmental scientists have been unsuccessful in making people aware of the real dangers of environmental threats.
  - (e) Humanity's life-support systems are not entirely dependent upon local biodiversity.
2. The writer considers extinctions...
  - (a) A direct consequence of human activities.
  - (b) Will necessitate finding substitutes.
  - (c) Are less important than other problems.
  - (d) Not as important as the reduction in species population.
  - (e) Are merely the manifest part of the crisis.
3. It can be inferred from the passage that...
  - (a) Extinction rates show that the biodiversity crisis is a manufactured one and overhyped.
  - (b) Extinction rates do not communicate the gravity of the existing problems.
  - (c) The cultivation of natural marine produce is ecologically unsustainable.
  - (d) Fisheries are environment-unfriendly.
  - (e) Aquaculture helps maintain ecological balance.
4. Which of the following best expresses the main idea of the passage?
  - (a) Incentives that reinforce practices that preserve biodiversity must be applied at all levels if they are to influence individual actions and social norms.
  - (b) Human activities are causing the disappearance of biodiversity; and without collective action, we face a bleak future of steadily declining quality of life.
  - (c) Most ecosystems are experiencing loss of biodiversity associated with the activities of human expansion, raising the issue of the functioning of ecosystems impaired by a loss of species.
  - (d) Human activities including over-exploitation for food and medicine, habitat destruction and introduced species are the main reason for most species' decline, which threatens the survival of the global ecosystems.
  - (e) The destruction of the earth's biological diversity is brought about by one species—humanity, and the loss of biodiversity is approaching unsustainable levels.
5. According to the passage, why is there no effective consensus to sustain depleting resources?
  - A. Consumerism.
  - B. Competition for resources.
  - C. Lack of incentives.
  - D. Social costs are not translated into financial terms.

|  |  |
|--|--|
| (a) A, B, and C<br>(c) B, C, and D<br>(e) None of the above. | (b) A, B, and D<br>(d) All of the above. |
|--|--|
6. Which of the following best explains the contextual meaning of the word 'trump' in the sentence, "competition among nations and among peoples trumps cooperation, and regional and global conflicts obstruct the pathways to a sustainable future"?
 

|                         |                          |           |
|-------------------------|--------------------------|-----------|
| (a) excel<br>(d) exceed | (b) thwart<br>(e) hinder | (c) outdo |
|-------------------------|--------------------------|-----------|

## ★ PASSAGE 14

## I Wandered Lonely as a Cloud

*by William Wordsworth*

1. *I wandered lonely as a cloud*
  2. *That floats on high o'er vales and hills,*
  3. *When all at once I saw a crowd,*
  4. *A host, of golden daffodils;*
  5. *Beside the lake, beneath the trees,*
  6. *Fluttering and dancing in the breeze.*
  
  7. *Continuous as the stars that shine*
  8. *And twinkle on the milky way,*
  9. *They stretched in never-ending line*
  10. *Along the margin of the bay:*
  11. *Ten thousand saw I at a glance,*
  12. *Tossing their heads in sprightly dance.*
  
  13. *The waves beside them danced; but they*
  14. *Out-did the sparkling waves in glee*
  15. *A poet could not but be gay,*
  16. *In such a jocund company*
  17. *I gazed and gazed—but little thought*
  18. *What wealth the show to me had brought*
  
  19. *For oft, when on my couch I lie*
  20. *In vacant or in pensive mood,*
  21. *They flash upon that inward eye*
  22. *Which is the bliss of solitude;*
  23. *And then my heart with pleasure fills,*
  24. *And dances with the daffodils.*

1. Which of the following is the thematic highlight of the above poem?
    - (a) A bunch of daffodils symbolizes the joys and happiness of life.
    - (b) Daffodils imply rebirth, a new beginning for human beings.
    - (c) A bunch of daffodils inspires emotions that we may have neglected due to our busy lives.
    - (d) A bunch of daffodils signifies the unity between man and nature.
    - (e) A bunch of daffodils brings about day-dream like state in which the miseries of the waking world are forgotten.
  2. Which of the following is the theme highlighted in lines 15, 23, and 24?
    - (a) Nature's beauty uplifts the human spirit.
    - (b) Nature's beauty comforts a lonely, bored and restless mind.



## **★ PASSAGE 15 (12 MINUTES)**

## **Walrus and the Carpenterby**

Lewis Carroll

1. *The sun was shining on the sea,*
  2. *Shining with all his might:*
  3. *He did his very best to make*
  4. *The billows smooth and bright—*
  5. *And this was odd, because it was*
  6. *The middle of the night.*
  
  7. *The moon was shining sulkily,*
  8. *Because she thought the sun*
  9. *Had got no business to be there*
  10. *After the day was done—*
  11. *'It's very rude of him.' she said,*
  12. *'To come and spoil the fun!'*

13. *The sea was wet as wet could be,*
14. *The sands were dry as dry.*
15. *You could not see a cloud, because*
16. *No cloud was in the sky:*
17. *No birds were flying overhead—*
18. *There were no birds to fly.*
  
19. *The Walrus and the Carpenter*
20. *Were walking close at hand:*
21. *They wept like anything to see*
22. *Such quantities of sand:*
23. *'If this were only cleared away,'*
24. *They said, 'it would be grand.'*
  
25. *'If seven maids with seven mops*
26. *Swept it for half a year,*
27. *Do you suppose,' the Walrus said,*
28. *'That they could get it clear?'*
29. *'I doubt it,' said the Carpenter,*
30. *And shed a bitter tear.*
  
31. *'O Oysters, come and walk with us!'*
32. *The Walrus did beseech.*
33. *'A pleasant walk, a pleasant talk,*
34. *Along the briny beach:*
35. *We cannot do with more than four,*
36. *To give a hand to each.'*
  
37. *The eldest Oyster looked at him,*
38. *But never a word he said:*
39. *The eldest Oyster winked his eye,*
40. *And shook his heavy head—*
41. *Meaning to say he did not choose*
42. *To leave the oyster-bed.*
  
43. *Out four young Oysters hurried up.*
44. *All eager for the treat:*
45. *Their coats were brushed, their faces washed,*
46. *Their shoes were clean and neat—*
47. *And this was odd, because, you know,*
48. *They hadn't any feet.*
  
49. *Four other Oysters followed them,*
50. *And yet another four;*
51. *And thick and fast they came at last,*
52. *And more, and more, and more—*

53. *All hopping through the frothy waves,*
54. *And scrambling to the shore.*
  
55. *The Walrus and the Carpenter*
56. *Walked on a mile or so,*
57. *And then they rested on a rock*
58. *Conveniently low:*
59. *And all the little Oysters stood*
60. *And waited in a row.*
  
61. *'The time has come,' the Walrus said,*
62. *'To talk of many things:*
63. *Of shoes—and ships—and sealing wax—*
64. *Of cabbages—and kings—*
65. *And why the sea is boiling hot—*
66. *And whether pigs have wings.'*
  
67. *'But wait a bit,' the Oysters cried,*
68. *'Before we have our chat;*
69. *For some of us are out of breath,*
70. *And all of us are fat!'*
71. *'No hurry!' said the Carpenter.*
72. *They thanked him much for that.*
  
73. *'A loaf of bread,' the Walrus said,*
74. *'Is what we chiefly need:*
75. *Pepper and vinegar besides*
76. *Are very good indeed—*
77. *Now, if you're ready, Oysters dear,*
78. *We can begin to feed.'*
  
79. *'But not on us!' the Oysters cried,*
80. *Turning a little blue.*
81. *'After such kindness, that would be*
82. *A dismal thing to do!'*
83. *'The night is fine,' the Walrus said,*
84. *'Do you admire the view?'*
  
85. *'It was so kind of you to come!*
86. *And you are very nice!'*
87. *The Carpenter said nothing but*
88. *'Cut us another slice—*
89. *I wish you were not quite so deaf—*
90. *I've had to ask you twice!'*
  
91. *'It seems a shame,' the Walrus said,*
92. *'To play them such a trick.*

93. After we've brought them out so far,  
 94. And made them trot so quick!  
 95. The Carpenter said nothing but  
 96. 'The butter's spread too thick!'
97. 'I weep for you,' the Walrus said:  
 98. 'I deeply sympathize.'  
 99. With sobs and tears he sorted out  
 100. Those of the largest size,  
 101. Holding his pocket-handkerchief  
 102. Before his streaming eyes.
103. 'O Oysters,' said the Carpenter,  
 104. 'You've had a pleasant run!  
 105. Shall we be trotting home again?'  
 106. But answer came there none—  
 107. And this was scarcely odd, because  
 108. They'd eaten every one.

- If the above poem is believed to contain a moral lesson, which of the following would most approximate to that moral lesson?
  - One of political corruption in which the innocents and the unsuspecting are exploited and destroyed by political powers.
  - One of greed in which the greed leads to the downfall of the greedy.
  - One of incompetence in which the incompetent are led to destruction because of their incompetence.
  - One of religious corruption in which how people are corrupted by the influence of organized religion.
- It can be inferred from the first 12 lines of the poem that the story took place...
  - Early morning.
  - During the day.
  - Late evening when the sun was about to set.
  - At night.
- Lines 21 and 22 say that 'they wept like anything to see such quantities of sand'—which of the following is most likely to make them cry again?
  - The sight of a bed of oysters.
  - The sight of a rain forest.
  - The sight of a desert.
  - The sight of the moon.
- What does the poet try to convey through the example of the eldest oyster (lines 37 to 42)?
  - The older people are generally against the young.
  - The young people do not generally listen to the wisdom of the old.
  - The more experienced people are able to see through the trickery of the wicked.
  - The prospect of fun does not attract the more experienced people.
- Which of the following themes are pursued in the poem?
  - Promise of a better world, concern for youth, improvement of society.
  - Promise of a better world, corruption of the young, deceit.

- Society as a dark place, political corruption, recrimination of the government.
  - Control of nature, political enticement, deceit.
- Lines 61 to 67 signify which of the following?
    - The emptiness of political talk.
    - The political rhetoric on based bare essentials.
    - The political rhetoric on issues that concern the masses.
    - The politician's strategy of appealing to his audience.
  - Who ate more of the oysters? A conjuncture and its justification are given below. Choose the most probable answer.
    - Walrus because the Walrus is constantly commenting on the situation from line 61 till the end.
    - The carpenter—because he refuses to speak during the feast and is busy eating.
    - They had equal share—because there seems to be a silent agreement between the two shares the feast equally.
    - It cannot be determined from the poem—because the poem is not about who ate more but about deceit in general.

#### ★ PASSAGE 16 (15 MINUTES)

The Aztec are Nahuatl-speaking people who in the 15th and early 16th centuries ruled a large empire in what is now central and southern Mexico. The Aztec are so called from Aztlán, an allusion to their origins, probably in northern Mexico. The origin of the Aztec people is uncertain, but elements of their own tradition suggest that they were a tribe of hunters and gatherers on the northern Mexican plateau before their appearance in Mesoamerica in perhaps the 12th century; Aztlán, however, may be legendary. It is possible that their migration southward was part of a general movement of peoples that followed, or perhaps helped trigger, the collapse of the Toltec civilization. They settled on islands in Lake Texcoco and in AD 1325 founded Tenochtitlán, which remained their chief centre. The basis of the Aztec's success in creating a great state and ultimately an empire was their remarkable system of agriculture, which featured intensive cultivation of all available land, as well as elaborate systems of irrigation and reclamation of swampland. The high productivity gained by these methods made for a rich and populous state.

Under the ruler Itzcoatl (1428–40), Tenochtitlán formed alliances with the neighbouring states of Texcoco and Tlacopan and became the dominant power in central Mexico. Later, by commerce and conquest, Tenochtitlán came to rule an empire of 400 to 500 small states, comprising by 1519 some 5,000,000 to 6,000,000 people spread over 80,000 square miles. At its height, Tenochtitlán itself covered more than 5 square miles and had upwards of 140,000 inhabitants, making it the most densely populated settlement ever achieved by a Mesoamerican civilization. The Aztec state was a despotism in which the military arm played a dominant role. Valour in war was, in fact, the surest path to advancement in Aztec society, which was caste- and class-divided but nonetheless vertically fluid. The priestly and bureaucratic classes were involved in the administration of the empire, while at the bottom of society were classes of serfs, indentured servants, and outright slaves.

Aztec religion was syncretistic, absorbing elements from many other Mesoamerican cultures. At base, it shared many of the cosmological beliefs of earlier peoples, notably the Maya, such as that the present Earth was the last in a series of creations and that it occupied a position between systems of 13 heavens and 9 underworlds. Prominent in the Aztec pantheon were Huitzilopochtli, god of war; Tonatiuh, god of the sun; Tlaloc, god of rain; and Quetzalcóatl, the Feathered Serpent, who was part deity and part culture hero. Human sacrifice, particularly by offering a victim's heart to the sun god, was commonly practiced, as was bloodletting. Closely entwined with Aztec religion was the calendar, on which the elaborate round of rituals and ceremonies that occupied the priests was based. The Aztec calendar was the one common to much of Mesoamerica, and it comprised a solar year of 365 days and a sacred year of 260 days; the two yearly cycles running in parallel produced a larger cycle of 52 years.

The Aztec empire was still expanding, and its society still evolving, when its progress was halted in 1519 by the appearance of Spanish explorers. The ninth emperor, Montezuma II (reigned 1502–20), was taken prisoner

by Hernán Cortés and died in custody. His successors, Cuitláhuac and Cuauhtémoc, were unable to stave off Cortés and his forces, and, with the Spanish capture of Tenochtitlán in 1521, the Aztec empire came to an end. (575 words)

1. It can be inferred from the passage that Aztlán most probably was...
  - (a) A region in the northern Mexican Plateau.
  - (b) A legendary region in the northern Mexico.
  - (c) A legendary region in Mesoamerica.
  - (d) The seat of the Toltec civilization.
  
2. Which of the following is NOT true according to the passage?
  - A. The Aztec of Tenochtitlán was a hunter-gatherer society.
  - B. The caste—and—class divide of the Aztec society consisted of three layers.
  - C. The Aztec grew into an empire owing to their skills in agriculture.
  - D. Tenochtitlan had the greatest population among all Mesoamerican civilizations.

|            |             |                 |                 |
|------------|-------------|-----------------|-----------------|
| (a) A only | (b) A and B | (c) A, B, and C | (d) A, B, and D |
|------------|-------------|-----------------|-----------------|
  
3. The passage is chiefly concerned with which of the following?
  - (a) Summarizing the Aztec civilization.
  - (b) Tracing the history of the Aztec civilization.
  - (c) Describing the origin and downfall of the Aztec civilization.
  - (d) Describing the Aztec civilization and way of life.
  
4. Which of the following is true about the religion followed by the Aztec?
  - A. It was a mixture of different or opposing principles and practices.
  - B. It was similar to the religion followed by the Maya civilization.
  - C. It believed in a cyclical nature of time.
  - D. The rituals and ceremonies were closely associated with terrestrial cycles which they observed as separate calendars.

|                 |                 |             |                      |
|-----------------|-----------------|-------------|----------------------|
| (a) A, C, and B | (b) A, B, and D | (c) B and D | (d) All of the above |
|-----------------|-----------------|-------------|----------------------|

#### ★ PASSAGE 17 (15 MINUTES)

The great majority of men and women, in ordinary times, pass through life without ever contemplating or criticizing, as a whole, either their own conditions or those of the world at large. They find themselves born into a certain place in society, and they accept what each day brings forth, without any effort of thought beyond what the immediate present requires. Almost as instinctively as the beasts of the field, they seek the satisfaction of the needs of the moment, without much forethought, and without considering that by sufficient effort the whole conditions of their lives could be changed. A certain percentage, guided by personal ambition, make the effort of thought and will which is necessary to place themselves among the more fortunate members of the community; but very few among these are seriously concerned to secure for all the advantages which they seek for themselves. It is only a few rare and exceptional men who have that kind of love toward mankind at large that makes them unable to endure patiently the general mass of evil and suffering, regardless of any relation it may have to their own lives. These few, driven by sympathetic pain, will seek, first in thought and then in action, for some way of escape, some new system of society by which life may become richer, full of joy, and less full of preventable evils than it is at present. But in the past such men have, as a rule, failed to interest the very victims of the injustices which they wished to remedy. The more unfortunate sections of the population have been ignorant, apathetic from excess of toil and weariness, timorous through the imminent danger of immediate punishment by the holders of power, and morally unreliable owing to the loss of self-respect resulting from their degradation. To create among such classes any conscious, deliberate effort after general amelioration might have seemed a hopeless task, and indeed in the past it has generally proved so. But the modern world, by the increase of education and the rise in

the standard of comfort among wage-earners, has produced new conditions, more favourable than ever before to the demand for radical reconstruction. It is above all the Socialists, and in a lesser degree the Anarchists (chiefly as the inspirers of Syndicalism), who have become the exponents of this demand.

What is perhaps most remarkable in regard to both Socialism and Anarchism is the association of a widespread popular movement with ideals for a better world. The ideals have been elaborated, in the first instance, by solitary writers of books, and yet powerful sections of the wage-earning classes have accepted them as their guide in the practical affairs of the world. In regard to Socialism this is evident; but in regard to Anarchism it is only true with some qualification. Anarchism as such has never been a widespread creed; it is only in the modified form of Syndicalism that it has achieved popularity. Unlike Socialism and Anarchism, Syndicalism is primarily the outcome, not of an idea, but of an organization: the fact of Trade Union organization came first, and the ideas of Syndicalism are those which seemed appropriate to this organization in the opinion of the more advanced French Trade Unions. But the ideas are, in the main, derived from Anarchism, and the men who gained acceptance for them were, for the most part, Anarchists. Thus we may regard Syndicalism as the Anarchism of the market-place as opposed to the Anarchism of isolated individuals which had preserved a precarious life throughout the previous decades. Taking this view, we find in Anarchist-Syndicalism the same combination of ideal and organization as we find in Socialist political parties. (617 words)

1. It can be inferred from the passage that the "few rare and exceptional men" are...
 

|                                 |                     |
|---------------------------------|---------------------|
| (a) Socialists                  | (b) Utopians        |
| (c) Anarchists and Syndicalists | (d) Revolutionaries |
  
2. According to the passage, why did the "rare and exceptional men" fail in the past?
 

|  |   |
|--|---|
| (a) The governments suppressed the ideas of equality and freedom brutally.         | (b) The oppressed people were morally unreliable and there was no system that they could rely on to take them out of the depravity. |
| (c) The oppressed people were incapable of noticing the contradictions in society. | (d) They were victims of injustices, ignorance, oppression and morally unreliable.  |
  
3. According to the passage, the prerequisite for the radical reconstruction of society is/are...
 

|                        |                                   |
|------------------------|-----------------------------------|
| A. Popular education   | B. An improved standard of living |
| C. Sympathetic leaders | D. Socialist or Anarchist ideals  |
| (a) A and B            | (b) A, B, and C                   |
| (c) D only             | (d) All of the above              |
  
4. It can be inferred from the passage that Anarchism is....
 

|   |  |
|---|--|
| (a) Syndicalism at the level of vast populations. | (b) Socialism at the level of organizations.   |
| (c) Socialism at the level of vast populations.   | (d) Syndicalism at the level of organizations. |
  
5. What is the main purpose of the passage?
 

|   |   |
|---|---|
| (a) A historical survey of certain political ideals.    | (b) To emphasize the difference between Socialism, Anarchism, and Syndicalism.    |
| (c) To describe the origin of certain political ideals. | (d) To study the political movements under Socialism, Anarchism, and Syndicalism. |

#### ★ PASSAGE 18 (15 MINUTES)

Today's world is dominated not by one or two or even several powers, but rather is influenced by dozens of state and non-state actors exercising various kinds of power. A twentieth century dominated first by a few states, then, during the Cold War, by two states, and finally by American pre-eminence at the Cold War's end, has given way to a twenty-first century dominated by no one. Call it non-polar.

Three factors have brought this about. First, some states have gained power in tandem with their increased economic clout. Second, globalization has weakened the role of all states by enabling other entities to amass substantial power. And, third, American foreign policy has accelerated the relative decline of the United States vis-à-vis others. The result is a world in which power is increasingly distributed rather than concentrated.

The emergence of a non-polar world could prove to be mostly negative, making it more difficult to generate collective responses to pressing regional and global challenges. More decision makers make it more difficult to make decisions. Non-polarity also increases both the number and potential severity of threats, be they rogue states, terrorist groups, or militias.

Still, if non-polarity is inevitable, its character is not. A great deal can and should be done to shape the non-polar world. But order will not emerge on its own. On the contrary, left to its own devices, a non-polar world will become messier over time.

Resisting the spread of nuclear weapons and unguarded nuclear materials may be as important as any other set of undertakings. If internationally managed enriched-uranium or spent-fuel banks are established, countries could gain access to nuclear power but not come to control the material needed for bombs. Security assurances and defensive systems could be provided to states that might otherwise feel compelled to develop their own nuclear programs to counter those of their neighbors. And robust sanctions could be introduced to influence the behavior of would-be nuclear weapon states.

Combating terrorism is also essential if the non-polar era is not to turn into a modern Dark Age. There are many ways to weaken existing terrorist organizations by using intelligence, law enforcement resources, and military capabilities. But this is a loser's game unless something can be done to reduce recruitment.

Parents, religious figures, and political leaders must delegitimize terrorism by shaming those who embrace it. More importantly, governments must find ways to integrate alienated young men and women into their societies, which requires greater political freedom and economic opportunity.

Trade also can be a powerful force in a non-polar world by giving states a stake in avoiding conflict, generating greater wealth, and strengthening the foundations of domestic political order—thereby decreasing the chance of state failure as well. To this end, the scope of the World Trade Organization should be extended through the negotiation of future global arrangements that reduce subsidies and both tariff and non-tariff barriers.

A similar level of effort might be needed to ensure the continued flow of investment. The goal should be to create a World Investment Organization, which, by encouraging cross-border capital flows, would minimize the risk that "investment protectionism" impedes activities that, like trade, are economically beneficial and build political bulwarks against instability. A WIO could encourage transparency on the part of investors, determine when national security is a legitimate reason for prohibiting or limiting investment, and establish a dispute-resolution mechanism.

More effort also will be needed to prevent state failure and deal with its consequences. The US and other developed countries should enhance their military capacities to deal with the type of threats being faced in Iraq and Afghanistan, as well as establish a pool of civilian talent to assist with basic nation-building tasks. Greater economic and military assistance to increase states' ability to meet their responsibilities to their citizens and neighbors will also be essential.

Multilateralism will be critical in a non-polar world. To succeed, though, it must be recast to include entities other than the great powers. The United Nations Security Council and the G-8 should be reconstituted to reflect the world of today rather than the post-1945 era, and the participation of non-state actors in multilateral organizations and processes will need to be considered.

Multilateralism may have to be less comprehensive and less formal, at least initially. Networks will be needed alongside organizations. Getting everyone to agree on everything will be difficult; instead, we should consider accords with fewer parties and narrower goals.

Trade is something of a model here, insofar as bilateral and regional accords are filling the vacuum created by the failure to conclude a global trade round. The same is true of climate change: agreement on certain aspects of the problem (say, deforestation) or involving only some countries (the major carbon emitters, for example) may prove feasible, whereas an accord that includes every country and tries to resolve every issue may not.

Multilateralism à la carte is likely to be the order of the day. This is less than optimal, but in a non-polar world, what is best may well prove the enemy of the possible. (844 words) (Passage reproduced with permission from [www.project-syndicate.org](http://www.project-syndicate.org))

1. Which of the following titles best suits the passage?
    - (a) Living in a Multipolar World.
    - (b) The Age of Nonpolarity.
    - (c) A New World Order
    - (d) Multilateralism in the 21<sup>st</sup> century.
  
  2. According to the writer, the twentieth century international relations were principally...
    - (a) characterized by a world dominated not by one or two but several states
    - (b) characterized by a world with numerous centres with meaningful power.
    - (c) characterized by a change from multi-polar to bi-polar to a uni-polar world.
    - (d) characterized by the supremacy the United States.
  
  3. The writer is likely to disagree with which of the following?
    - (a) In a multi-polar system, no power dominates.
    - (b) Non-state actors pose a threat in the non-polar world.
    - (c) American foreign policy contributed to the emergence of a non-polar world.
    - (d) None of the above.
  
  4. Which of the following describes the writer's attitude towards a non-polar world?
    - (a) A non-polar world is unavoidable, but the nations are not doing enough to make the world a better and safer place.
    - (b) A non-polar world is avoidable; however, the nations can do enough to make such a world a better and safer place.
    - (c) A non-polar world poses immense threat to the security of the nations because of the power exercised by non-state actors; the developed nations must deal with these threats militarily.
    - (d) A non-polar world becomes a dangerous place as no decision can be taken to pressing global challenges because of the increasing number of decision makers.
  
  5. According to the writer the most effective way to combat terrorism is... By preventing recruitment of men and women to terrorism.
    - (a) By involving the influential groups in a society to condemn terrorism.
    - (b) By providing political and economic freedom to society at large.
    - (c) By weakening terrorism through intelligence and military capabilities.
  
  6. The writer is likely to agree with which of the following?
    - (a) The developed nations should enhance their military capability to deal with some of the problems of a non-polar world.
    - (b) The WTO should be strengthened to deal with the ill effects of investment protectionism that may arise in a non-polar word.
    - (c) The United Nations and the G8 should be expanded, and non state actors excluded from them to play critical roles in a non-polar world.
    - (d) An all inclusive and formal multilateralism should be promoted and encouraged for the sustainability of a non-polar world.
  
  7. The writer's point of view about 'multilateralism à la carte' is best supported by which of the following?
    - A. As of February 2009, 183 states have signed and ratified the Kyoto Protocol to the United Nations Framework Convention on Climate Change, aimed at combating global warming.
    - B. The UN climate conference in Copenhagen in December this year may not yield a new global climate treaty with every minor detail in place.
    - C. The US Senate unanimously voted to triple non-military aid to Pakistan—a likely failed state—to USD 1.5 billion per annum till 2014.
- (a) A only
(b) A and B
(c) B and C
(d) All of the above

## ★ PASSAGE 19 (18 MINUTES)

How does globalization reshape wealth and opportunity around the world? Is it mainly a force for good, enabling poor nations to lift themselves up from poverty by taking part in global markets? Or does it create vast opportunities only for a small minority? To answer these questions, look no farther than soccer. Ever since European clubs loosened restrictions on the number of foreign players, the game has become truly global. African players, in particular, have become ubiquitous, supplementing the usual retinue of Brazilians and Argentines. Indeed, the foreign presence in soccer surpasses anything that we see in other areas of international commerce.

Arsenal, which currently leads the English Premier League, fields 11 starters who typically do not include a single British player. Indeed, all the English players for the four English clubs that recently advanced to the final 8 of the UEFA Champions' League would hardly be enough to field a single team. There is little doubt that foreign players enhance the quality of play in the European club championships. Europe's soccer scene would not be half as exciting without strikers such as Côte d'Ivoire's Didier Drogba (Chelsea) or Cameroon's Samuel Eto'o (Barcelona). The benefits to African talent are easy to see, too. African players are able to earn much more money by marketing their skills in Europe—not just the top clubs in the Premiership or the Spanish Primera Liga, but the countless nouveau-riché clubs in Russia, Ukraine, or Turkey.

To be sure, soccer players' international mobility has increased the earnings gap between stars such as Drogba and Eto'o and their compatriots back home. This is part and parcel of globalization: enhanced global economic opportunities lead to wider disparities between those who have the skill or luck to take advantage of them and those who do not. This kind of inequality is not necessarily a bad thing. It makes some people better off without making others worse off. But soccer enthusiasts care about country as well as club, and here the consequences of the global mobility of talent are not as straightforward. Many fear that the quality of national teams is harmed by the availability of foreign players. Why invest in developing local talent if you can hire it from abroad?

England once again provides an apt illustration. Many blame the country's failure to qualify for this summer's European championship on the preponderance of foreign players in English club teams. There is also a broader backlash under way. Sepp Blatter, the president of FIFA, soccer's global governing body, has been pushing a plan to limit to five the number of foreign players that club teams would be allowed to have on the field. The impact of soccer globalization on African countries appears to be just the opposite. On the one hand, it has increased the quality of many African national teams relative to European national teams, with countries such as Cameroon and Côte d'Ivoire now fielding teams that include some of the top players in European clubs. On the other hand, globalization probably has reduced the quality of Africa's domestic leagues relative to European leagues.

If you are a resident of Yaoundé, the decline in the quality of domestic play may not be a big deal if you can afford a cable connection that allows you to tune in to the English Premier League. But otherwise, you are entitled to feel that globalization has left you out in the cold. The 2008 Africa Cup of Nations, held in Ghana during January and February, revealed the two-way interdependence that soccer globalization has created. Many European clubs were left without their star players, who were recalled to national-team duty. For their part, African players grumbled that their absence from Europe reduced their commercial opportunities during a crucial period of league play.

But the most important lesson revealed by the Africa Cup is that successful nations are those that combine globalization's opportunities with strong domestic foundations. For the winner of the cup was not Cameroon or Côte d'Ivoire or any of the other African teams loaded with star players from European leagues, but Egypt, which fielded only four players (out of 23) who play in Europe. By contrast, Cameroon, which Egypt defeated in the final, featured just a single player from a domestic club, and 20 from European clubs. Few Egyptian players would have been familiar to Europeans who watched that game, but Egypt played much better and deserved to win. Nor was it a fluke: Egypt is consistently the most successful national team in the Africa Cup tournament, winning it five times previously.

The lesson is not that embracing globalized soccer is a bad thing. If that were the key to Egypt's success, Sudan, which has no players in Europe, would have done well. Instead, Sudan (along with Benin) was the tournament's least successful team, losing all three games that it played. The real lesson is that taking full advantage of globalization requires developing domestic capabilities along with international links.

So it is with globalization's champions in other arenas. What sets apart the Chinas and Indias of this world is not that they have laid themselves bare to the forces of globalization, but that they have used those forces to enhance their domestic capacities. The benefits of globalization come to those who do their homework. (884 words) (Passage reproduced with permission from [www.project-syndicate.org](http://www.project-syndicate.org))

1. According to the passage, 'how does globalization reshape wealth and opportunity around the world?'
  - (a) Sections that are able to exploit the better global economic opportunities offered by globalization boost their wealth without causing too much harm to the others.
  - (b) The increased economic opportunities that globalization offers create wider economic disparity between those who are able to exploit those opportunities and those who cannot.
  - (c) International mobility that has arisen because of globalization leads to increased earning gap between the domestic and international businesses.
  - (d) The benefits of globalization are realized by those economies that have been able to enhance their domestic capacities.
2. What is main purpose of this passage?
  - (a) Describe how globalization of soccer has affected the game locally and internationally.
  - (b) Emphasize that only countries that enhance their domestic capacities can actually derive benefit from globalization.
  - (c) To point out that globalization of soccer has completely changed the commercial rules of the game and those with talent can now compete globally and earn handsome rewards compared to their local counterparts.
  - (d) To point out that globalization of soccer, and international mobility of soccer players have contributed to an ever widening and problematic gap in the earnings of international and local players.
3. Which of the following illustrates the benefit of globalization of soccer?
  - (a) It has increased the quality of several national teams relative to international teams.
  - (b) International mobility of players has increased the earning gap between local and international players.
  - (c) Soccer players are able to earn much more than they could locally by marketing their skills abroad.
  - (d) Foreign players have enhanced the quality of the game in club championships.
4. How has globalization of soccer affected the African Leagues?
  - (a) African Leagues perform better than the European Leagues because they enlist they are able to enlist the best local players.
  - (b) African Leagues perform poorly in comparison to European Leagues because domestic soccer does not get as much importance as international soccer.
  - (c) African Leagues perform better than the African national teams because globalization has thrown up enhanced global opportunities for the best African players.
  - (d) African countries such as Cameroon and Côte d'Ivoire are able to field the top players in European soccer in their domestic leagues.
5. Choose the best title for the passage.
  - (a) The Success of African Soccer.
  - (b) Globalization and the Need Strengthen Domestic Capacities.
  - (c) Globalization and the Beautiful Game.
  - (d) The Success of the Globalized African Soccer.
6. It can be inferred from the passage that
  - (a) Egypt has a strong domestic league which fosters talent as a national team.
  - (b) Cameroon lost in the Africa Cup of nations (2008) because it fielded a majority of foreigners.
  - (c) Egypt won the Africa Cup of nations (2008) because Egypt had no players in the European Clubs.
  - (d) Europeans had no interest in the Africa cup of nations because there were no European league players playing in Africa.

7. If the globalized economies of India and China are to be compared with globalized soccer, which of these countries is/are an apt comparison?
- Europe as a whole, and specially England.
  - Egypt.
  - Cameroon and Côte d'Ivoire.
  - Sudan and Turkey.

## ★ PASSAGE 20 (18 MINUTES)

Next year will mark the twentieth anniversary of the collapse of communism in Europe. Liberated from the complexity of knowing too much about the cruel past, the young people of Eastern Europe's post-communist generation seem uninterested in what their parents and grandparents endured. Yet the recent revelation of the Czech writer Milan Kundera's presumed complicity in the face of Stalinism is but the latest of the long half-life of a toxic past. Other examples come to mind: the accusations of collaboration with the secret police raised against Lech Wałęsa, Romania's public controversies surrounding Mircea Eliade's fascist past, and the attacks on the alleged "Jewish monopoly of suffering" which equate the Holocaust with the Soviet Gulag.

Friedrich Nietzsche said that if you look in the eye of the Devil for too long, you risk becoming a devil yourself. A Bolshevik anticommunism, similar in its dogmatism to communism itself, has from time to time run riot in parts of Eastern Europe. In country after country, that Manichean mindset, with its oversimplifications and manipulations, was merely re-fashioned to serve the new people in power. Opportunism has had its share in this, of course. In 1945, when the Red Army occupied Romania, the Communist Party had no more than 1,000 members; in 1989, it had almost four million. One day after Nicolae Ceausescu's execution, most of these people suddenly became fierce anticommunists and victims of the system they had served for decades.

Former dissidents like Adam Michnik or Václav Havel, both of whom argued that the new democracies should not exploit resentments or seek revenge, as the totalitarian state did, but instead build a new national consensus to structure and empower a genuine civil society, have also met with hostility. Former generals of the secret police and members of the Communist nomenklatura, untouchable in their comfortable villas and retirements, must derive great pleasure from watching today's witch hunts and manipulation of old files for immediate political purposes. But the case of Kundera appears different – though no less disturbing. In 1950, Kundera, then a 20-year-old Communist, reportedly denounced to the criminal police as a Western spy a man he had never met – a friend of his friend's girlfriend. The man was later brutally interrogated in a former Gestapo torture facility and spent 14 years in prison. Kundera's name was contained in the investigating officer's report, which was authenticated after a respected historian discovered it in a dusty Prague archive.

The reclusive Kundera, who immigrated to Paris in 1975, has declared that "it never happened." Moreover, Czechoslovakia's fearsome secret police, who had every interest in silencing or compromising the famous dissident writer, never used the incident to blackmail or expose him. Until more information is forthcoming, both from Kundera and from the authorities, the case will not be solved "beyond reasonable doubt." But if it happened, the case calls for a deeper reflection. As far as we know, Kundera never was an informer before or after this incident, and we cannot ignore that he later freed himself from the compulsory totalitarian happiness that communism propagated. Indeed, his case also serves as a reminder that the early 1950s was the most brutal period of "proletarian dictatorship" in Eastern Europe—a period of great enthusiasm and terrible fear that poisoned the minds and souls of devoted believers, fierce opponents, and apathetic bystanders alike.

Moreover, Kundera's case is hardly unique. In 2006, the Nobel Prize-winning German author Günter Grass disclosed that, 60 years earlier, he was, as a teenager, a member of the Waffen SS. Similarly, a few years ago, the world was shocked to learn that famous Italian writer Ignazio Silone had, in his youth, collaborated with the fascist police. Daily life under totalitarianism, be it communist or fascist, was routinely based on a deep duplicity whose effects are longstanding. I don't agree with those who say we should not be interested in the dark episodes

in the life of a great writer. Why not? We should be interested not for prosecutorial purposes, but in order to gain a more profound understanding of a bloody, demagogical, and tyrannical Utopia—and of human weakness and vulnerability. We may even consider it a rewarding testament to an artist's ability to overcome his past mistakes and still produce priceless work.

But can we justifiably defend morally compromised artists and intellectuals on the basis of their work's merit, yet condemn ordinary people for often less grave offences? An egregious example of this was the way followers of Romanian philosopher Constantin Noica defended his support for the fascist Iron Guard and his later collaboration with the Communists, while at the same time condemning even a generic cleaning woman for mopping the floors in the offices of the secret police. Shouldn't that cleaner's drudgery to support her family, children, and her own survival be taken equally into account? In order to understand that epoch, we have to know and carefully judge often ambiguous and overwhelming circumstances, never simplifying a multilayered daily reality for the sake of current political goals. If nothing else, in order to forgive, we have to know what we are forgiving.

In Eastern Europe today, old and young alike stand to benefit from that lesson. Moses wandered with his people in the desert for 40 years, until they had rid themselves of the poisonous slave mentality. (885 words)  
(Passage reproduced with permission from [www.project-syndicate.org](http://www.project-syndicate.org))

- The writer believes that the number of the communists in Romania rose from 1000 in 1945 to four million in 1989 mainly because...
  - Nicolae Ceausescu provided an able and effective leadership to communists in Romania.
  - Most of these were merely pro-establishment for their own benefit.
  - Bolshevik anti communism was a weak force and could not contest the communists.
  - Communism as an ideology was well entrenched in Romania in the decades following 1945.
- The main purpose of the writer in this passage is to highlight through examples....
  - a perspective on the alleged complicity of Milan Kundera and other intellectuals' dissident and anti-establishment politics.
  - a perspective on the alleged complicity of Milan Kundera and other intellectuals in the face of totalitarian regimes.
  - an analysis of the forces that compel artists as well as common people to become subservient to an unjust system.
  - a point of view that life under totalitarianism was an extreme situation and we need to apply nuanced rules to all its captives.
- The examples of former dissidents Adam Michnik or Václav Havel are important in the passage in which of the following ways?
  - They help the writer make the point that witch-hunting and manipulations of old files for political gains are resorted to by all regimes.
  - They help the writer to prove his point of view that the erstwhile communist nomenklatura still enjoy a closeted and secure life even under democratic regimes.
  - They help to emphasize the point that just as there is bitterness about the past totalitarian regimes, traces of totalitarian thinking also survive.
  - They help to strengthen the writer's point of view that in Eastern Europe democracy is still in transitional stages.
- Which of the following provides the strongest evidence to make Milan Kundera's innocence indisputable?
  - Milan Kundera was not an informer before or after the alleged incident.
  - The police did not try to counter Kundera's dissidence using the alleged complicity as an incident to expose or silence him.
  - Milan Kundera had vehemently denied that any such incident ever happened.
  - The regime had reasons to use the incident against him if it had been true.

5. The writer's attitude towards Milan Kundera can be best described as which of the following?
- Ambivalence because sufficient facts to prove Milan Kundera either innocent or guilty are not available.
  - Appreciative because Milan Kundera was reform communist writer who rejected the totalitarian regime and its 'compulsory totalitarian happiness'
  - Discerning because the 1950s in Czechoslovakia was the most brutal period of dictatorship.
  - Inquisitiveness because the facts of the matter would help him gain a more profound understanding of one of the most brutal regimes and of human weakness.
6. The writer quotes several examples of morally compromised artists and intellectuals mainly in order to...
- point out the shallowness of moral values.
  - point out that they are no different from common man.
  - point out that life under brutal regimes was frequently based on double standards.
  - simplify the multilayered daily reality of totalitarian regimes.

## Answers and Explanations: Level of Difficulty 3

### ANSWER KEYS

#### Passage 1

1. (b) ✓    2. (c) ✓    3. (e) ✓    4. (b) ✓    5. (a) ✓    6. (b) ✓    7. (d) ✓

#### Passage 2

1. (c) ✓    2. (d) ✓    3. (d) ✓    4. (b) ✓    5. (a) ✓    6. (b) ✓

#### Passage 3

1. (e)    2. (b)    3. (c)    4. (c)    5. (e)    6. (d)

#### Passage 4

1. (d)    2. (d)    3. (a)    4. (a)

#### Passage 5

1. (d)    2. (a)    3. (e)    4. (a)    5. (d)

#### Passage 6

1. (b)    2. (d)    3. (a)    4. (b)    5. (a)    6. (d)

#### Passage 7

1. (c)    2. (c)    3. (e)    4. (a)    5. (b)    6. (c)

#### Passage 8

1. (c)    2. (d)    3. (c)    4. (d)    5. (a)

#### Passage 9

1. (d)    2. (d)    3. (e)    4. (e)    5. (e)

#### Passage 10

1. (c)    2. (e)    3. (c)    4. (d)    5. (b)    6. (c)

#### Passage 11

1. (c)    2. (c)    3. (d)    4. (c)    5. (c)    6. (b)

#### Passage 12

1. (b)    2. (e)    3. (b)    4. (e)    5. (b)

#### Passage 13

1. (a)    2. (e)    3. (c)    4. (b)    5. (d)    6. (c)

#### Passage 14

1. (c)    2. (a)    3. (a)    4. (b)    5. (c)    6. (a)

#### Passage 15

1. (a)    2. (d)    3. (b)    4. (c)    5. (b)    6. (a)    7. (d)

#### Passage 16

1. (b)    2. (d)    3. (a)    4. (d)

**Passage 17**

1. (d)    2. (c)    3. (b)    4. (a)    5. (c)

**Passage 18**

1. (b)    2. (c)    3. (d)    4. (a)    5. (c)    6. (a)    7. (b)

**Passage 19**

1. (d)    2. (a)    3. (c)    4. (b)    5. (c)    6. (a)    7. (b)

**Passage 20**

1. (b)    2. (d)    3. (c)    4. (d)    5. (c)    6. (c)

 EXPLANATIONS**Passage 1**

1. Option (b). A only. The passage begins with an introduction (first and second paragraph) and analyses the types and causes of the currents (paragraphs 3 to 9), tells us the importance of these currents (paragraphs 10 to 14), and sums by talking about currents as alternative energy (the last two paragraphs). Compare this structure with the other options and you will see that they are wrong or incomplete.

2. Option (c). The surface currents (gyres) are created by the winds. This is all that is stated in the passage; next, the passage states that the direction of the gyres in the two hemispheres is in the opposite direction (clockwise and anticlockwise). Nothing more is said about it. The only reason for the direction to change is the spherical shape of the earth. As we can imagine each hemisphere as an inversion of the other hemisphere, the direction naturally changes.

3. Option (e). All the factors are mentioned in the fourth and the fifth paragraphs as influencing the movement of the surface ocean currents. Coriolis is the deflection due to the force of the earth's spin.

4. Option (b). Statement A is the opposite of what is stated in the passage. Deep currents make up 90% of the ocean water—hence they hold more salt; their density is higher than surface currents (which are merely 10% of the ocean)—on this count also they hold more salt. Statements B and C are correct. D is incorrect because the passage states the topography of the ocean floor (not land) and the shape of the ocean basins affect them.

5. Option (a). All that is said in the passage (the data available for the inference) is that Humboldt is a cold current. Earlier in the passage it is stated that upwelling causes cold water to rise and warm water to go down ("... the cold water is forced to rise through upwelling..."). From this data we can safely assume that Humboldt is caused by "upwelling".

6. Option (b). Productive waters would mean waters in which marine life would thrive. Hence option (b) which states 'fertile' would best correspond to the meaning required in the context.
7. Option (d). All the statements can be found at different parts of the passage. Hence all are correct.

**Passage 2**

1. Option (c). The first paragraph states that the principles of population of Malthus (doubling in 25 years if not kept in check by limitations in food) made Darwin realize the "key to natural selection" which was that the ones that survive the adversities pass on their genes to the next generation in order that the species survives—otherwise the species becomes extinct. This is clearly stated in option (c).

2. Option (d). We are asked to provide an additional factor. Option (d) provides this additional factor that it was not actually natural selection but the pollutants that made them change their colour by making them produce more black pigment. Option (e) is erroneous because it does not provide an additional factor to prove that at one time 98% of the moth population was black (only males?).

3. Option (d). Darwin did not believe that the evolutionary processes were predetermined to produce more and more complex life forms ending in the final product human beings like his contemporary scientists. Hence A and C are not the ideas of Darwin but of his contemporaries. Hence not parts of the answer. B and D are ideas of Darwin and shocked his contemporaries. Both are stated in the third paragraph.

4. Option (b). From the point of view of evolution we can treat industrial revolution and pollution as chance—they are not natural processes predetermined and bound to happen. Since this had influenced the way the "peppered" moths evolved, we can safely infer that

chance has a role to play in evolutionary processes. One may object to "major role"—but otherwise the evolution might not have happened or went on in some other direction. Hence, major role is not unsubstantiated.

5. Option (a). This is a specified idea question. The answer is stated in the passage directly. "What finally convinced Darwin that he should publish his theory in a book for the general educated public was the draft of an essay that he received in the summer of 1858 from a younger British naturalist named Alfred Wallace..." This is sufficient to answer the question and make option (a) correct.
6. Option (b). If there were no other factor involved each generation will pass on the most favourable traits (genes) to the next generation and will not necessitate any change—the result over many generations is that there would be there no difference between individuals and every individual will have the same qualities (like clones). Even though the environment changes it will act as a constant for all individuals hence it won't demand individual differences.

**Passage 3**

1. Option (e). The tie is between Textbook and Encyclopaedia. Since an encyclopaedia can include all textbooks, forced to choose between the two the former is a better choice given the nature of the article which briefly states every important fact about theosophy without explanations, examples, and details unlike a textbook. The article is too condensed or brief for a textbook. However the answer textbook is not incorrect, but it loses out to the other option.

2. Option (b). All the other options are contrary to the passage or data inadequate. The first paragraph of the passage states that man can establish direct contact with reality through intuition, meditation, revelation etc. Hence option (a) is contrary to the passage. Option (c) is incorrect because it does not "borrow" from other religions but believes that all religious texts have an esoteric meaning which is true. Option (d) is contradicted by the end of the first paragraph where it states that most theosophical writers are not in favour of "dualism" but "unity." Option (e) is also contrary to the passage (first paragraph) where it is stated that it prefers "monism"—monism is a view that there is only one kind of ultimate substance. The third paragraph states the objectives of theosophical society—making option (b) correct.

3. Option (c). First, *the occult* means: matters regarded as involving the action or influence of supernatural or supernormal powers or some secret knowledge of them (used with *the*). From this point of view it must be clear that answer option (c) is what this belief would

indicate—a group of enlightened men, the brotherhood of Great Masters—dead or alive—controlling the spiritual evolution of mankind.

4. Option (c). The objectives are stated in the third paragraph as 1, 2, and 3. They do not support the inference that its objective is to further the interests of its members. Statement A is supported because, though about the nucleus of the universal brotherhood, it does not consider race, caste sex etc., a barrier—in other words all men are of the same origin. Statement B is supported by option (b). Option (c) supports statement C.
5. Option (e). This is a specified idea question. "The Theosophical Society almost expired in the United States in the years following Blavatsky and Olcott's removal to India." This is stated in the fourth paragraph and then the decline is traced. In the second paragraph it is stated that the base of its operations was shifted to Adyar, near Madras in 1873. The decline started soon after this.
6. Option (d). This is a specified idea question. The answer is stated in the second last paragraph: "Besant's many books still provide one of the best expositions of theosophical belief." This is her contribution to philosophical belief as stated in the passage. The other options are inconclusive or are not directly related to the question.

**Passage 4**

1. Option (d). This is a main idea question. The passage is about network sharing and outsourcing in order to reduce costs. The passage also states that world over there is this tendency among operators to share the network and to outsource so that the service providers save substantially on costs in investment and maintenance. This may make mobile service providers to look like utilities—for example, electricity companies—this makes option (d) the best introduction to the passage.
2. Option (d). The end game that is referred to in the passages is about sharing and outsourcing. The writer states that the signals are already there in the deal between Vodafone and Telefonica. And again, in "France Telecom, KPN and Vodafone (again)—have recently decided to outsource the running of their networks in some countries to equipment-makers: Nokia Siemens Networks, Alcatel-Lucent and Ericsson respectively." The end game will be this kind of deals becoming widespread. It will take some time for it to play out, until the mobile operators look like a utility.
3. Option (a). This is an application question. Without defining the author's thesis first it is not possible to answer this question. The author's thesis is that in future mobile operators would share the network infrastructure to cut costs. Or, they would outsource

operations to those who manufacture and set up the infrastructure. Examples of both the arrangements are given in the first paragraph. Statement A would prevent sharing and statement C would prevent outsourcing. Hence, A and C would weaken the author's thesis.

- Option (a). This is an application question. Without defining the author's thesis first it is not possible to answer this question. The author's thesis is that in future mobile operators would share the network infrastructure to cut costs. Or, they would outsource operations/service. The Indian example (which is, by the way, factually also true, except for the 15% part) will support the author's thesis. Statement D may also support the thesis if it includes the cost cutting part. This outsourcing could have happened for different reasons. Hence cannot be made a part of the answer even if the option (A and D) was available.

### Passage 5

- Option (d). The structure of the passage is—that though in the West, India and China are mentioned in the same breath, the writer wants to point out they differ economically and politically in major ways. Recently there has been increased trade/cooperation between them. It is in the interests of both the countries to maintain good relations. From this point of view option (d) answers the question best.
- Option (a). The writer is unlikely to agree with any of the other options. "It is also that they are already at very different stages of development. China started its liberalization a decade and a half before India, hit double-digit growth when India was still hovering around 5%, and, with compound growth, has put itself in a totally different economic league from India, continuing to grow faster from a larger base", makes option (a) completely correct. Option (b) is incorrect as the author says India is a 'fractious' democracy.
- Option (e). All the others may be conclusions that a reader might draw depending on his/her personal guiding principles. The writer's intention is almost stated around the lines that describe the two examples of three gorges dam and the Narmada project. He cites these examples to show how the countries' systems are completely "dissimilar." The dams prove this. And the writer concludes: India is a fractious democracy, China is not. But, as an Indian, I do not wish to pretend that we can compete in the global growth stakes with China. Hence the answer quite clearly is option (e).
- Option (a). The structure of the passage is after describing that the two countries are completely different the writer traces the trade and other relationship between them in ancient times. He then states how the 1962 war made the two countries completely hostile to each other. He also adds that recently (last three years) trade

has doubled, and there are other areas they are cooperating. It should continue in the best interests of both. From this perspective Option (a) states the importance of this seemingly unimportant detail in relation to the structure of the passage.

- Option (d). The closest option to this answer choice is option (b). The writer categorically states that India cannot compete with China, and when he states towards the end of the passage "...the elephant is already dancing with the dragon", it is more of the cooperation and 'keeping pace with china' that are being emphasised. Hence option (d) scores over (b).

### Passage 6

- Option (b). Less than one billion were hungry out of 6.5 billion people or approx. 1/6<sup>th</sup> of the population (16%).
- Option (d). Malthusian theory of population suggested that population increases in geometrical ratio and food production increases in arithmetical ratio, or "that human population growth would inevitably outstrip our ability to produce food." Options (a) and (b) are easy to eliminate because they don't affect the theory. Option (c) does not prove the theory false because mere reduction in the number in the 20<sup>th</sup> century does not prove that population did not "outstrip" food supply. Option (d) proves the theory false because it states that the increase in population and food production were symmetrical (balanced).
- Option (a). His positive (upbeat) attitude is evident at several places in the passage. He states that GM crops have helped avoid the Malthusian gun so far by increasing productivity. He states there aren't any harmful effects, even though there are doomsayers and even whole countries have rejected them. He also states that whatever unanticipated effects GM foods have had are also beneficial e.g., GM corn. He asks us to see sense in going molecular in farming. Altogether he is upbeat about GM crops.
- Option (b). A, B, and D are stated in the passage. C is not stated or implied anywhere in the passage. A and B are explicitly stated in the sixth paragraph. D is implied conclusively in the second last paragraph.
- Option (a). The last sentence, understood in the light of the entire passage, makes option (a) true. Option (b) is incorrect because writer states that organic farming cannot be an alternative. Option (c) is contradicted by the writer in the 13<sup>th</sup> paragraph. Option (d) is incorrect because the writer states it could not have been solved quickly because it was developing over a long period of time. Option (e) contradicts option (a); the writer states that we have so far evaded the theory but "unexpectedly, we find ourselves once again staring down the barrel of Malthus' gun."

- Option (d). The answer can be found in the third last paragraph. "Adapting to climate change and decreasing agriculture's environmental impact, while substantially increasing its productivity, are among the key challenges confronting us in the twenty-first century. Despite the bad rap they've gotten, the GM crops in use today have already contributed to meeting both challenges."
- Option (c). The second last paragraph states this reason. If placebos are not used, investigators (in clinical trials—not in actual treatment) will withdraw the medicines prematurely if harmful side effects are observed. This may be, first, premature before medicines can take effect, second, before the harmful side effects can be studied. When placebos are used an investigator may not know who is under placebo and who is under medicines under trial. Options other than (c) do not emphasize this about "trials"—hence eliminated.

### Passage 7

- Option (c). The writer, in the first paragraph, and then in the second last paragraph approves the use of placebos in clinical trials. Since he has conducted research and the results are negative about the effects of the placebos—"When clinical outcomes of placebos were measured on a binary scale, such as improved/not improved, we could not detect any placebo effects"—the writer does not believe in the use of placebos in the actual treatment of the patients. Besides, in the last paragraph he also raises serious ethical issues related to their use. Hence the only option (c) is the correct answer.
- Option (c). "But doctors and researchers also believe that giving a patient a pill can have powerful effects on disease, even when the pill contains no active substance. For half-a-century, it has been held that placebos can affect not only subjective sensations—such as when a patient receiving a lactose tablet reports a decrease in pain—but also objective outcomes, such as swelling and even myocardial infarction." The typical placebo effect has to be based on this data in the passage. Option (c) meets this criterion. However it is necessary to know (general knowledge) that morphine is a medicine. This is an application question.
- Option (e). This is directly stated in the passage. See paragraph 5. "But most research .... If we wish to study the possible effect of placebos, it is necessary to have a control group of patients who receive no treatment at all."
- Option (a). The conclusion of the study is given at two places in the passage—the first is at the end of the paragraph following the one where the writer has cited the review of 130 studies. He states: "when clinical outcomes of placebos were measured on a binary scale, such as improved/not improved, we could not detect any placebo effects." The writer's conclusion is given again two paragraphs later: "These statistical and reporting biases may be ..... the effect we found was rather weak—an average decrease of 6.5%—and probably without any clinical relevance...". From this point of view option (a) is the best choice.
- Option (b). Option (a)—the division—is not attributed to the effects being spurious. Option (c, d) and (e) are partial and are included in option (b).

### Passage 9

- Option (d). The passage describes the research by Daniel Kahneman and Amos Tversky's into the measurement of judgment and decision-making. The passage states that Intelligence quotient (IQ) is not enough to explain how "people make choices and assess probabilities, and (the) basic errors that are typical in decision-making," and that "rational thinking

- skills are totally dissociated from intelligence." Hence option (d) best describes the passage.
2. Option (d). B and E. A is incorrect because they (IQ tests) do not measure rational thinking skills, hence is not a measure of cognitive functioning. B is correct in this respect. C is incorrect because they do measure intelligence, and the passage states that intelligence does not include rational thinking skills. D is incorrect because IQ tests are used to determine this suitability almost everywhere. They may be inadequate tools but they do not "ignore" as the option suggests. E is correct right action arises from rational thinking—IQ tests cannot measure these skills.
  3. Option (e). None of the above. The passage supports none of the inferences. A—People with rational thinking/decision-making skills may not be dissatisfied with their lives at all. B—IQ tests do measure one's intelligence; the writer's complaint is that decision-making abilities are not assessed by IQ tests. C—The writer states that such tests can be designed, but finance may be the only constraint. D—The passage does not clearly support this inference; passage suggests that a combination of IQ and RQ may be necessary. D The passage does not support this inference; it is the lack of rational thinking skills that (may) give/s rise to overconfidence and higher IQ.
  4. Option (e). None of the options help make the thesis less supportable. Options (a) and (b) may confuse. But the thesis of the passage is rational judgments are unrelated to intelligence. Hence when the options say success or failure of rational judgements has no relation (imperfectly correlated) to intelligence, this is exactly what the passage states. Hence these (a) and (d) would further strengthen the thesis. Option (b) does not weaken the lack of correlation between intelligence and rational decision-making skills. Option (c) is irrelevant to the thesis. Hence the answer is option (e).
  5. Option (e). Big or small mistakes made in a parlour game are not the area of study mentioned in the passage. Hence it is not an example of thinking error. Options (b) to (d) are all correct ways of thinking. Overconfidence is a thinking error option (c) and the passage does not say that confidence is thinking error. Hence option (c) is not the answer. Evaluation of alternatives and short term and long term perspectives option (d) and (e) are rational thinking skills not thinking errors.

### Passage 10

1. Option (c). The passage is about how engineers have been stretching a particular technology or design almost until it fails. The writer says that works at a small level—in the beginning does not necessarily work at greater level. A design that works should not be

stretched to its limits—which results in failure of that design. IN the case of bridges this has been happening with almost regular intervals. The last sentence of the passage will fully justify option (c).

2. Option (e). Though all the answer options are partially true, the question asks you to find out the "real" reason behind the regularity of bridge failures. We need to then rank these choices with the help of the details available in the passage. The passage after analysing the possible reasons almost concludes that "... things that work on a small scale do not necessarily work when slightly larger." The writer then cites the example of ship building, too. Hence this can be the most likely reason for the bridge collapses. Hence the answer is option (e).
3. Option (c). The last two paragraphs of the passage discuss the type of technique that is widely used for bridges currently – which is the suspension or cable-stayed bridges. The writer states that this technique may be in danger of being stretched and if the engineers do not learn from their mistakes made earlier, the collapse of next bridge may be expected around 2030 if the cycle holds true and may happen to a cable-stayed or suspension bridge. Hence option (c). This is a very straightforward application question.
4. Option (d). The answer to this question comes from the paragraph beginning, "Failures always reveal ...." Options (a and b) are too broad and the writer does not imply that engineering failures can reveal "mankind's" weaknesses or its incomplete understanding of the world as a whole. The writer is not philosophical about the engineering failures. Options (c) is wrong because it talks about the "limitations of phenomena"—whereas it is engineers' limitations they are sensitized to. The paragraph states that "... engineers were sensitized to their own limitations and so approached subsequent designs ..... with renewed respect for the laws and forces of nature. This is what option (d) states, and hence the answer. All of the above is automatically eliminated as there are wrong options.
5. Option (b). In the earlier sentence the writer talks about building "new bridges" implying these may be new but based on the same designs as of the earlier ones. Then he states the quoted sentence, implying these designs not only new but original (unprecedented) as well. This makes option (b) close to the intended meaning.
6. Option (c). The history of bridge failures is generalized into engineering failures and then how historical human memory fades with time and new generations of engineers with no vivid experience of past failures proceed with hubris (pride), is the main theme in the passage. Option (c) includes every aspect discussed in the passage, hence is the best title. Other options are partial in communicating the gist of the passage.

### Passage 11

1. Option (c). The Renaissance man is someone with a wide area of interests and is an expert in several subjects. "No one thinks it is possible anymore for an individual to grasp, fully, all areas of science and technology", makes option (c) correct. Option (a) is incorrect because one may have in depth knowledge in one area—this is not contradicted by the passage. Option (b) is wrong for the same reason it is the inability of experts to master more than one area is highlighted by the reference to the Renaissance man. For example, Da Vinci was adept at several things (painter, sculptor, architect, stage designer, writer, engineer, astronomer, anatomist, biologist, geologist, physicist, architect, scientist, inventor, mathematician, philosopher, actor, singer, musician, humanist) including painting and is considered a Renaissance man. The reference to Renaissance man is to emphasize the amount of knowledge available in a single area today and how it is impossible for any man to know everything even in one area, hence options (d) and (e) are distractors without merit.
2. Option (c). This is a direct question. To get a rating of 7 the person has to have a "perfectly detailed mental blueprint." This does not indicate that the person is yet an "expert." An expert implies training and experience which is not essential in the context, eliminating option (a). The other options are based on certain unwarranted assumptions made by the reader because certain problems are stated about the actual performance of the respondents.
3. Option (d). The answer can be found in the second paragraph of the essay. In order to demonstrate this the writer explains how this can be proved by first asking people to rate themselves and then by asking them certain critical diagnostic questions, and then again asking to rate themselves. The discrepancy then becomes obvious. The reason is that people do not want to be modest (reserved) about their ignorance.
4. Option (c). A, B and C. "We are good at estimating how well we know simple facts, procedures, and narratives." The statement A is an example of facts. Statement B is an example for procedures. Statement C is an example for narratives. Hence option (c). Statement D is related to what is mentioned as "explanatory understanding" in which area our estimates of our knowledge is likely to be wrong.
5. Option (c). Paragraphs beginning "Several factors converge to create this illusion of knowledge" and the next three paragraphs give you this answer. Statement C is a generalisation based on the example of the image of the brain. Hence C can contribute to the illusion. D is a distortion of the next paragraph and is not true. The passage states "we often figure out things on the fly"; it does not imply that things discovered on the fly contribute to this illusion.

6. Option (b). The last sentence of the paragraph implies this. "It would perhaps be better if we recognized the limits our own explanatory ability, but there may be some adaptive value of those limits as well." Option (a) is incorrect because the writer does not consider it mandatory. Option (c) is contrary to the passage—because lack of explanatory depth facilitates our getting more information from others. Option (d) is wrong because the passage does not state or imply this. Option (e) is also not implied in the passage. Option (e) merely states that illusion of knowledge helps us gain information when it is needed. It does not imply the opposite.

### Passage 12

1. Option (b). A and B are true. The last part of the second paragraph supports A and B. Even with proper statistical testing many tens of thousands of biological factors seem unimportant. But very few are actually so. Also vast majority of the claims yield spurious results. C is contrary to the passage. C is incorrect because, the writer is lamenting about the lack of replication to make a finding credible. D is incorrect because the writer states that true findings are not highlighted and lost because of selective reporting.
2. Option (e). (a) and (b). The writer first mentions that the main "issue nowadays is to validate "discoveries" by replicating ..." and then states that most of the research highlighted through selective reporting were quickly refuted wrong at times. The result is that the few true findings are lost in the clutter. Hence (a) and (b) are highlighted by the writer.
3. Option (b). The last sentence of the relevant paragraph beginning, "There is nothing wrong ..." states that scientists themselves can ascertain the credibility if they describe their purpose and methodology. If the scientists are able to ascribe credibility that way, we can safely assume that generally it is possible to ascertain the credibility by relating the evidence to its purpose and methodology.
4. Option (e). Most of the part of the passage is about the ills prevalent in the field of medical research. Then the writer discusses the primary objectives of scientific enquiry in order that scientists (medical researchers included) understand the basic nature and purpose of scientific enquiry and how they have to be different from entertainment, law courts, stock markets etc. Option (e) corresponds to this idea without distortion. Option (a) is wrong because it talks about "research" in general which is too general for the answer. This passage is largely devoted to medical science and medical research. Options (b) and (c) are also similarly flawed in being too general without the mention of medical science or research—they do not capture the main purpose of this passage. Option (d) is closest to the

answer option, but loses out because of the second part "evolving nature of knowledge in the field of medical science." This is said about all sciences and particularly about medical science. Hence the best option is (e).

5. Option (b). The writer's views about true scientific enquiry and knowledge are spread through the passage. He considers science as a true enquiry and the evidence can be even 1% credible but needs to be constantly replicated, refuted or validated by independent scientists. Scientific knowledge is never final; it has to be constantly evolving. The evidence though uncertain is important and not merely a chance occurrence. Option (b) best supports this description of what the writer would consider new evidence. Option (b) is close but lacks precision about "convincingly true" and rather than highlighting the available evidence talks of lack of evidence to the contrary. Option (c) is eliminated and science can never be final. Option (d) lacks the depth of scientific enquiry because it stresses the methodology alone. Option (e) stresses on the reporting and is inconsequential to scientific enquiry.

### Passage 13

- Option (a). The tree huggers' conspiracy is: they want to put nature above people—we need an option that considers people more important than nature to contradict this "conspiracy." Option (a) does just that by stating that the fears are based on threat perceptions to human beings (personal well being)—which means that they consider human well being more important than nature.
- Option (e). The writer refers to extinctions as "tip of the iceberg" and "indicators of a much bigger problem"—option (e) is merely a rewording of these ideas. The writer does not imply that extinctions are less important than the reduction in a species' population. He does not underrate any problem related to biodiversity degradation, or grade them. Hence option (d) is incorrect response to this question. Option (c) is vague in wording—"other problems." Option (b) is a result of the reduction in a species' population—it being not available to human beings. Option (a) is not implied as a "direct consequence."

- Option (c). Options (a) and (b) are contrary to the passage. Option (a) is just the opposite. Option (b) is not correct because extinction rates do show how deep the problems are. They are "tip of the iceberg" and "indicators" of larger problems. Option (d) is incorrect because the writer does not imply this—later on in the passage he is plumping for moderation implying that fisheries done in moderation need not be unfriendly. Fisheries *per se* cannot be environment unfriendly—excess is. Option (e) and option (c) are subtly contradictory. The writer states that "ecologically unsustainable

*aquaculture* is now the major source of salmon supplies ..." implying option (c).

- Option (b). Most part of the passage explains how human activities are causing irreparable damage to the ecosystem. Next the writer asks the question "so why haven't the world's population united to solve the problem?" and amyloses the need for collective action and incentives. Hence option (b) briefly tells us the main idea of the passage. Option (a) talks only about the incentives part and are completely inadequate to describe the main idea. Option (c) and (d) do not communicate the consequence that the declining biodiversity has on humans—these options only highlight the danger to the ecosystems. Option (e) does not include the economic consequences and the quality of life.
- Option (d). All of the above. All the statements are reasons for the lack of collective action as cited in the passage. Part of the passage beginning from "So why haven't people united to solve the problem?" and the two following paragraphs give us all the four reasons for the lack of consensus to sustain depleting resources.
- Option (c). "Trump" as a verb has the following meanings: transitive sense, to get the better of; or outdo; to play a trump on (a card or trick) when another suit was led. Intransitive senses: to play a trump when another suit was led. The word 'outdo' or 'gets the better of' fits the best in the context. Hence option (c).

### Passage 14

- Option (c). Shorn off its romanticism and hyperbole the basic theme of the poem is how the sight of a bunch of daffodils has inspired emotions of joy in the poet that he considers unparalleled. This experience is then philosophized about and glorified as man's synthesis of union with nature. Option (a) is not incorrect, but the total emphasis on daffodils is only a part of the poem—this cannot accommodate the 2<sup>nd</sup> half of the poem. Option (b), though correct by implication, is only partially the theme. Option (d) is incorrect as the bunch of daffodils does not signify but merely facilitates this union. Option (e) is factually incorrect; the poet was originally in day-dream like state (lonely as a cloud).
- Option (a). The relevant lines are: A poet could not but be gay; And then my heart with pleasure fills; And dances with the daffodils. The choice is among options (a), (b) and (e) and then between (a) and option (e) gets eliminated because—a poet cannot but be gay is rather frivolous from the point of view of spiritual sustenance. And since the poet is talking about a "vacant or pensive mood" the restlessness in option (b) gets eliminated. Option (a) is correct in all aspects.
- Option (a). The concerned lines are: 17/I gazed—and gazed—but little thought what wealth the show to me

had brought. Quite clearly the poet could not appreciate the significance of his experience at that moment—this corresponds to option (a). Other options somehow distort the intended meaning of these lines.

- Option (b). The poem is sure to bring an emotional response in the reader. Hence option (b) best describes the style. Evocative means: evoking or tending to evoke an especially emotional response. Descriptive is true to an extent, but the poem is much more than a description of the daffodils—it also combines a lot of emotion, hence loses out to option (b). Redolent implies aromatic; suggestive in hinting/implying, hence not quite right. Risqué is the least likely, it means: verging on impropriety or indecency.
- Option (c). Alliteration: lonely as a cloud (repetition of 'l'). Simile: Comparison (using as) of the speaker's solitariness to that of a cloud (line 1). Personification: Comparison of the cloud to a lonely human (line 1). Alliteration: high o'er vales and hills (repetition of 'h' and 'l').
- Option (a). *Ten thousand* is an exaggeration and the usual syntactical structure *I saw ten thousand* is changed to *Ten thousand saw I*—this figure of speech is called Inversion or anastrophe.

### Passage 16

- Option (b). The beginning of the passage traces the origin of the Aztec people; in this connection Aztlan is mentioned. The Aztec made their appearance in Mesoamerica, hence option (c) is eliminated. There is no reference to Aztlan being the seat of Toltec civilization—option (d)—either. The passage mentions that Aztlan "may be legendary" ("probably" in the question). Hence option (b) is correct.

- Option (d). A is incorrect because the passage states that the Aztec originated from tribes of hunter gatherers (whose primary subsistence method involves the direct procurement of edible plants and animals from the wild—without domestication or agriculture). B is incorrect because the passage does not state or imply that the divide consisted of three layers. It mentions just three classes—we cannot infer that there were only three classes or castes. C is correct. D is incorrect (or data inadequate) because the passage mentions the greatest "population density" and not greatest population.

- Option (a). Though options (b) and (c) can be considered for the answer, in this essay we are merely given a very brief summary of the history of a civilization which lasted more than four hundred years (12th century to the 16th century). Hence option (a) suits the best for such a short history.

- Option (d). All the above are true. The writer uses the word syncretistic, which makes statement A true. "At base, it shared many of the cosmological beliefs of earlier peoples, notably the Maya..." makes statement B true. The calendar and the priests' occupation make statements C and D true.

### Passage 17

- Option (d). The passage states this at the end of the first paragraph. The few rare and exceptional men are those who want to change the life of all members of the society for the better. Their efforts worked against themselves because the people whose life they wanted to change were not capable of understanding their lofty aims. Hence they failed. The educated modern world however provides a more conducive environment for their "demand for radical reconstruction"—hence these

likely imply the emptiness of political talk. Hence option (a).

- Option (d). Even as a matter of conjuncture going by the proceedings in the poem, we cannot solve the riddle about who ate less or more. The reason that that the poem is about treachery in general makes sense, hence option (d).

men are broadly "revolutionaries." Socialists etc. may belong to this class, but they are subsets.

2. Option (c). The answer is stated in the middle of the first paragraph itself: "... failed to interest the very victims of the injustices which they wished to remedy. The more unfortunate sections of the population have been ignorant, apathetic from excess of toil and weariness, timorous through the imminent danger of immediate punishment by the holders of power, and morally unreliable owing to the loss of self-respect resulting from their degradation. To create among such classes any conscious, deliberate effort after general amelioration might have seemed a hopeless task, and indeed in the past it has generally proved so." This makes option (c) correct. Option (d) is ambiguous in the use of the pronoun "they"—it may refer to the rare and exceptional men. Option (b) emphasizes morally unreliable and depravity—too specific. Option (a) is not supported by the passage.
3. Option (b). Statements A and B are very easily to be right from the last part of the first paragraph. That only an educated society with the wage earning class enjoying a better standard of living can be made aware of their rights and freedoms. Statement C is also necessary because the first part of the passage talks about the great majority of men passing through life passively; some men being guided by personal ambition; and the few rare and exceptional men demanding for radical reconstruction. These are the sympathetic leaders mentioned in C necessary for change.
4. Option (a). Read the following carefully to get the answer: *In regard to Socialism this is evident; but in regard to Anarchism it is only true with some qualification. Anarchism as such has never been a widespread creed; it is only in the modified form of Syndicalism that it has achieved popularity.* Anarchism assumes an absence of government and is hence different from socialism. Syndicalism is a modified (limited) form of anarchism—in other words anarchism works at larger levels, and anarchism is limited to organizations (trade unions) and is called syndicalism. Hence anarchism ideally is syndicalism at the level of vast populations. To understand think backwards from, "thus we may regard Syndicalism as the Anarchism of the marketplace..."
5. Option (c). The writer merely describes how certain political ideals, here Socialism, Anarchism, and Syndicalism, arose from the desire of a few men who, in contrast to the vast majority of the people, demanded radical reconstruction of society, to make the world a better place for everyone. Option (a) is not sustainable as there is hardly any history. Option (b) is not sustainable because the difference is not highlighted. Option (d) is not sustainable because there is no reference to any movements.

### Passage 18

1. Option (b). The passage is about the current non-polar world where power and influence is diffuse. What are the challenges every nation faces in such a world? What are the solutions to the problems? How nations can prevent slipping into the chaos? Option (c) is too broad and general. Multilateralism option (d) is a minor part of the passage. Hence option (b) is the best title.
2. Option (c). The passage states this clearly. The question asks you about the 20th century and not the 21st. The answer is stated in the first paragraph itself. Option (b) is the answer for the 21st century.
3. Option (d). None of the above. The writer is likely to agree with all the three statements. Option (a) will be acceptable to the writer because of any power dominated in a multi-polar world it would become uni-polar. Option (b) is stated in the first and the third paragraphs. Option (c) is implied in the second paragraph. The third factor contributing to the emergence of a non-polar world is mentioned as "*And, third, American foreign policy has accelerated the relative decline of the United States vis-à-vis others. The result is a world in which power is increasingly distributed rather than concentrated.*"
4. Option (a). The writer expresses his opinion in the fourth paragraph. "*Still, if non-polarity is inevitable, its character is not (or the world is not doing enough). A great deal can and should be done to shape the non-polar world. But order will not emerge on its own. On the contrary, left to its own devices, a non-polar world will become messier over time.*" This is option (a). Though the other options may be factually correct they do not capture the author's attitude.
5. Option (c). The sixth and seventh paragraphs give us the answer as option (c). All other options are factually correct, and are cited by the writer as measures to combat terrorism. However, the most effective measure is hinted at by the writer at the end of the seventh paragraph. The passage states: *Combating terrorism is also essential... More importantly, governments must find ways to integrate alienated young men and women into their societies, which requires greater political freedom and economic opportunity.* This long term solution is a cure – the others deal with the symptoms.
6. Option (a). "More effort also will be needed to prevent state failure and deal with its consequences. The US and other developed countries should enhance their military capacities to deal with the type of threats being faced in Iraq and Afghanistan..." supports option (a) as it is directly the writer's point of view. Option (b) is incorrect because the writer is talking about a WIO and not WTO. WTO is mentioned only in relation to trade. Option (c) is incorrect because the writer is in favour of including the non state actors in multilateral

unwarranted. Also, option (c) very clearly scores over option (d). Option (a) is vague. The passage gives us no data about national and international teams. Passage only compares national teams of Africa and national teams of England.

7. Option (b). Statements A and B are consistent with the kind of agreements possible "involving only some countries (the major carbon emitters, for example) may prove feasible, whereas an accord that includes every country and tries to resolve every issue may not." Though Statement C is consistent with "More effort also will be needed to prevent state failure and deal with its consequences. .... Greater economic and military assistance to increase states' ability to meet their responsibilities to their citizens and neighbours will also be essential" is not related to multilateralism. Hence statement C cannot be accommodated as part of the "multilateralism al a carte."
5. Answer option (c). Options (a) and (d) are eliminated because the passage is much more than African soccer—in fact it is more about European soccer. Option (b) does not factor in soccer; hence it is too general and unspecific. Soccer is generally referred to as the beautiful game, hence it fits perfectly. Compare the title with the main purpose of the passage. You will be able to see the consistency.
6. Option (a). Option (a) is sustained by these sentences stated with reference to Egypt: "Nor was it a fluke: Egypt is consistently the most successful national team in the Africa Cup tournament, winning it five times previously." "The real lesson is that taking full advantage of globalization requires developing domestic capabilities along with international links." Option (b) is incorrect. Cameroon fielded 20 players from European Clubs—we do not know if they were foreigners; we cannot attribute their loss to foreigners either. Option (c) is incorrect. We can't infer that Egypt has no player in the European clubs. Option (d) is incorrect—passage states that many European club players were playing in the African Leagues—the players were also complaining of commercial losses.
7. Option (b). The similarity is based on the way domestic practices/capacities are strengthened before globalising. The last three paragraphs make option (b) correct. Europe as a whole is not said to have strengthened the domestic factor; there is discontent in England about it not qualifying in European championship. Cameroon and Côte d'Ivoire are also not said to have strengthened their domestic football. Sudan is said to be opposite of Egypt. Hence only Egypt can be compared.

### Passage 20

1. Option (b). The writer in the second paragraph mentions the Manichean mindset (dualism) and the

tendency of the people to "serve the new people in power." He also mentions "opportunism" and then as an example quotes the numbers to prove that the increase was merely because people were "opportunists" in wanting to serve those in power. Also soon after the execution of their leader they turned anti-communists. All this makes option (b) correct. Data is inadequate in options (a, c) and (d).

2. Option (d). Option (a) is contrary to the passage—Milan Kundera and other intellectuals in the passage were anti establishment. Option (b) is factually correct but too narrow to encapsulate the main purpose of the passage. It serves to summarize the passage and not define its broader purpose as asked in the question. Option (c) is partially incorrect—and comes very close to the answer. The writer seems to have taken for granted the forces—hence does not analyse them. Besides, it cannot be said to be the main purpose of the passage. Option (d) is broad and accommodates not only the examples used (Milan Kundera and others) but also the last three paragraphs of the passage in which the writer is no longer occupied with specific cases but with much broader issues about the multilayered life in totalitarian states.
3. Option (c). We can see the examples in paragraph 3. The paragraph is all about the bitterness that exists for the past totalitarian regimes and for anyone who is seen to have helped them. Milan Kundera controversy is an example of this bitterness. This is stated at the beginning of the paragraph. After stating that many supporters of the regime had even become victims of the same regime later, the writer mentions these examples. It just shows that totalitarian thinking still survives; just the way bitterness for the old regimes is prevalent. Hence the answer is option (c). Option (a) is irrelevant to these examples. Option (b) is also irrelevant to the examples. Option (d) may be considered—but it does not explain the hostility that the paragraph mentions.

4. Option (d). The strongest option is option (d). Option (a) does not help to prove that Milan Kundera was innocent or the incident alleged against him had no basis. Option (b) is correct but, the regime may have countered the dissidence in some other ways—hence there might have been no need to use this incident. Option (c) is not sufficient to make him innocent. Option (d) provides the strongest evidence—that the regime had reasons to use this incident, yet did not—casts a doubt on the veracity of the allegation. Hence option (d) is the answer.
5. Option (c). The writer is not ambivalent (mixed feelings) trying to make up his mind about Milan Kundera for whatever reasons. Hence option (a) is eliminated. Though the writer is to an extent appreciative of Milan Kundera, which can be judged from the writer's views, he reserves that appreciation in this essay quite clearly—the writer does not comment on this aspect in the essay at all. Hence option (b) is also eliminated. Option (d) appears correct. The passage states this as well. However, the preceding sentence to this, "Daily life under totalitarianism, be it communist or fascist, was routinely based on a deep duplicity whose effects are longstanding," is not specific to Milan Kundera, hence eliminated. Writer's attitude is to judge from the paragraph beginning, "The reclusive Kundera ...." and ending, "... apathetic bystanders alike," is relevant to this question. Hence option (c) is the best choice.
6. Option (c). The essay is not philosophical enough to justify option (a). Option (b) is nowhere stated or implied. However, the writer states that while judging peoples' moral compromises we need to treat common man and intellectuals on the same plane. Hence option (b) is not quite the purpose of the examples. Option (d) would go against the passage. The writer is against any simplification of the multilayered daily reality under such regimes. Hence option (c) is the correct answer.

## Practice Exercises: Level of Difficulty 4

The time indicated in the brackets assumes 100% accuracy.

✓ NOTE: At the beginning of each passage the approximate time that you may use to solve that passage is given. This is a suggestion. It is not mandatory to strictly follow this time limit. You may take a few minutes more or less than the suggested time. The objective should be to attempt all the questions and with 100% accuracy. The passages are not to be treated as tests. However, it is necessary to track the time and your accuracy.

### ★ PASSAGE 1 (10 MINUTES)

November 15, 2008, is a date to remember, because on that day history was made. For the first time, the G-20, the world's 20 leading economies, came together in Washington D.C., to find an answer to the global financial and economic crisis. While this first meeting resulted in nothing more than declarations of intent, it still marks a historic turning point.

Faced with the gravest financial and economic crisis worldwide since the 1930s, the Western industrial nations (including Russia) that previously dominated the world economy are no longer capable of coming up with an effective response. Moreover, hopes for mitigating or, indeed, overcoming the global economic crisis rest exclusively with the emerging economic powers, first and foremost China.

As a result, the G-8, which excludes the most important emerging-market countries, has lost its significance for good. Globalization has resulted in a lasting change in the distribution of power and opportunities, laying the groundwork for a new world order for the twenty-first century.

Once the current global crisis is over, nothing will ever be the same again. The West—the United States and Europe—are in relative decline, while the emerging Asian and Latin American powers will be among the winners.

The US has responded to the decline of its global strength in an impressive manner, with the election of its first African-American president, Barack Obama. Amidst one of the gravest crises in its history, America has proven to itself and the world its ability to reinvent itself. And it is clear even now that this decision will have three long-term consequences.

First, the election of a black president will put to rest the tragic legacy of slavery and the American Civil War. From now on, the issues of skin color, eye shape, or gender will no longer play a deciding role for a candidate for high, or even the highest, office. The US political system now reflects the country's demographic changes, as non-white sections of the population grow the fastest.

Second, Obama's election will lead to a reorientation of US foreign policy in the medium term. In particular, the transatlantic/European focus of American foreign policy, which was previously a matter of course, will increasingly become a thing of the past.

Third, the internal realignment of America's political-cultural perspective will be reinforced by the ongoing global shift of wealth and power from the West to the East.

The Northeastern Pacific powers—China, Japan, and South Korea—are already America's most significant creditors by far, and their importance will increase further as a result of the financial crisis. For the foreseeable future, the greatest opportunities for growth lie in this region, and for both economic and geopolitical reasons America will increasingly turn toward the Pacific region, thus downgrading its transatlantic orientation.

All of this is bad news for Europe, because once this global crisis is over, Europeans will simply have become less important. And, unfortunately, Europe is not only doing nothing to hold off or reverse its decline—it is accelerating the process through its own behavior.

With the election of Obama, America has turned toward the future within a globalized, multipolar world. Europe, on the other hand, is rediscovering national action in this time of crisis, and thus banking on the past. The European constitution has failed, the Lisbon reform treaty is in limbo after the Irish rejected it, and strong European economic governance is blocked by German-French disunity. The reaction of EU member states to this ongoing self-inflicted impasse is unambiguous: rather than trying to reenergize the process of further political and economic integration, they are primarily acting on their own to try to fill the vacuum that has emerged.

Certainly, coordination between the member states exists, and is even successful at times, but without strong European institutions, such singular successes will not last.

There is a very real danger that Europe will simply miss out on an historic strategic turn towards a multipolar world—and at a high price. After the summit in Washington, it should have sunk in among Europeans everywhere—even the Euroskeptics of the British Isles—that this strategic realignment is taking place right now! If Europeans cannot get their heads around the fact that the nineteenth century is over, the global caravan will continue to move forward into the twenty-first century without them. (718 words) (Passage reproduced with permission from Project Syndicate)



**★ PASSAGE 2 (12 MINUTES)**

Throughout his tenure as South Africa's president, Thabo Mbeki rejected the scientific consensus that AIDS is caused by a virus, HIV, and that antiretroviral drugs can save the lives of people who test positive for it. Instead, he embraced the views of a small group of dissident scientists who suggested other causes for AIDS.

Mbeki stubbornly continued to embrace this position even as the evidence against it became overwhelming. When anyone—even Nelson Mandela, the heroic resistance fighter against apartheid who became South Africa's first black president—publicly questioned Mbeki's views, Mbeki's supporters viciously denounced them.

While Botswana and Namibia, South Africa's neighbors, provided anti-retrovirals to the majority of its citizens infected by HIV, South Africa under Mbeki failed to do so. A team of Harvard University researchers has now investigated the consequences of this policy. Using conservative assumptions, it estimates that, had South Africa's government provided the appropriate drugs, both to AIDS patients and to pregnant women who were at risk of infecting their babies, it would have prevented 365,000 premature deaths.

That number is a revealing indication of the staggering costs that can arise when science is rejected or ignored. It is roughly comparable to the loss of life from the genocide in Darfur, and close to half of the toll from the massacre of Tutsis in Rwanda in 1994.

One of the key incidents in turning world opinion against South Africa's apartheid regime was the 1961 Sharpeville massacre, in which police fired on a crowd of black protesters, killing 69 and wounding many more. Mbeki, like Mandela, was active in the struggle against apartheid. Yet the Harvard study shows that he is responsible for the deaths of 5,000 times as many black South Africans as the white South African police who fired on the crowd at Sharpeville.

How are we to assess a man like that?

In Mbeki's defense, it can be said that he did not intend to kill anyone. He appears to have genuinely believed—and perhaps still believes—that anti-retrovirals are toxic.

We can also grant that Mbeki was not motivated by malice against those suffering from AIDS. He had no desire to harm them, and for that reason, we should judge his character differently from those who do set out to harm others, whether from hatred or to further their own interests.

But good intentions are not enough, especially when the stakes are so high. Mbeki is culpable, not for having initially entertained a view held by a tiny minority of scientists, but for having clung to this view without allowing it to be tested in fair and open debate among experts. When Professor Malegapuru Makgoba, South Africa's leading black immunologist, warned that the president's policies would make South Africa a laughingstock in the world of science, Mbeki's office accused him of defending racist Western ideas.

Since Mbeki's ouster in September, the new South African government of Kgalema Motlanthe has moved quickly to implement effective measures against AIDS. Mbeki's health minister, who notoriously suggested that AIDS could be cured by the use of garlic, lemon juice, and beetroot, was promptly fired. The tragedy is that the African National Congress, South Africa's dominant political party, was so much in thrall to Mbeki that he was not deposed many years ago.

The lessons of this story are applicable wherever science is ignored in the formulation of public policy. This does not mean that a majority of scientists is always right. The history of science clearly shows the contrary. Scientists are human and can be mistaken. They, like other humans, can be influenced by a herd mentality, and a fear of being marginalized. The culpable failure, especially when lives are at stake, is not to disagree with scientists, but to reject science as a method of inquiry.

Mbeki must have known that, if his unorthodox views about the cause of AIDS and the efficacy of anti-retrovirals were wrong, his policy would lead to a large number of unnecessary deaths. That knowledge put him under the strongest obligation to allow all the evidence to be fairly presented and examined without fear or favour. Because he did not do this, Mbeki cannot escape responsibility for hundreds of thousands of deaths.

Whether we are individuals, corporate heads, or government leaders, there are many areas in which we cannot know what we ought to do without assessing a body of scientific evidence. The more responsibility we hold, the more tragic the consequences of making the wrong decision are likely to be. (751 words) (Passage reproduced with permission from Project Syndicate [www.project-syndicate.org](http://www.project-syndicate.org))

1. Sharpeville massacre is cited in the passage—

  - (a) In order to draw a comparison between the deaths caused by AIDS and those caused by the white South African Police.
  - (b) In order to state that the fight against AIDS is as formidable a challenge for South Africa as was the struggle for independence.

- (c) In order to show the contradiction in the attitudes of President Thabo Mbeki before and after independence.
- (d) In order to show that President Thabo Mbeki is responsible for crimes much worse than the organized crimes of apartheid.
- (e) In order to show that our current standards cannot be applied to judge President Thabo Mbeki.
2. Which of the following, according the author, makes the South African president directly responsible for the 365,000 premature deaths?
- He subscribed to the views of the dissident scientists and ignored the evidence against it.
  - The president had known that if he were wrong, his policy would have caused a large number of deaths.
  - Nelson Mandela and Professor Malegapuru Makoba had warned the president about the dangers of his policy towards antiretroviral drugs.
  - The South African president seems to have genuinely believed that antiretroviral drugs are toxic.
  - The greater the responsibilities of a person, the more tragic are the consequences of making a wrong decision.
3. What is the main purpose of the passage?
- To highlight through an example the tragic consequences of being unscientific.
  - To highlight the heinous crime that President Thabo Mbeki committed through his ignorance.
  - To explain how hundreds of thousands of lives could have been saved by medical science.
  - To create public awareness about the causes of AIDS.
  - To highlight how South Africa's fight against AIDS is a losing battle.
4. "The lessons of this story are applicable wherever science is ignored in the formulation of public policy" is pertinent to which of the following?
- The lives that could be lost owing to climate change caused by human activities may far outnumber the lives lost in South Africa.
  - The policies formulated to combat the consequences of climate change could be seriously flawed because of the possible scientific herd mentality.
  - The policies formulated to combat the consequences of climate change should take into account the data available from scientific research.
  - As it is still being debated whether human activities are the prime cause of global warming relying on available scientific data may lead to flawed policies.
  - Though human activities are believed to be the cause of global warming and the loss of human lives that may follow, the other natural causes should not be ignored.

### ★ PASSAGE 3 (12 MINUTES)

Postmodernism is a complicated term, or set of ideas, one that has only emerged as an area of academic study since the mid-1980s. Postmodernism is hard to define, because it is a concept that appears in a wide variety of disciplines or areas of study, including art, architecture, music, film, literature, sociology, communications, fashion, and technology. It's hard to locate it temporally or historically, because it's not clear exactly when postmodernism begins.

Perhaps the easiest way to start thinking about postmodernism is by thinking about modernism, the movement from which postmodernism seems to grow or emerge. Modernism has two facets, or two modes of definition, both of which are relevant to understanding postmodernism.

The first facet or definition of modernism comes from the aesthetic movement broadly labeled "modernism." This movement is roughly coterminous with twentieth century Western ideas about art (though traces of it in emergent forms can be found in the nineteenth century as well). Modernism, as you probably know, is the movement in visual arts, music, literature, and drama which rejected the old Victorian standards of how art should be made, consumed, and what it should mean. In the period of "high modernism," from around 1910 to 1930.

the major figures of modernism literature helped radically to redefine what poetry and fiction could be and do: figures like Woolf, Joyce, Eliot, Pound, Stevens, Proust, Mallarme, Kafka, and Rilke are considered the founders of twentieth-century modernism.

From a literary perspective, the main characteristics of modernism include:

- An emphasis on impressionism and subjectivity in writing (and in visual arts as well); an emphasis on HOW seeing (or reading or perception itself) takes place, rather than on WHAT is perceived. An example of this would be stream-of-consciousness writing.
- A movement away from the apparent objectivity provided by omniscient third-person narrators, fixed narrative points of view, and clear-cut moral positions.
- A blurring of distinctions between genres, so that poetry seems more documentary and prose seems more poetic.
- An emphasis on fragmented forms, discontinuous narratives, and random-seeming collages of different materials.
- A tendency toward reflexivity, or self-consciousness, about the production of the work of art, so that each piece calls attention to its own status as a production, as something constructed and consumed in particular ways.
- A rejection of elaborate formal aesthetics in favour of minimalist designs and a rejection, in large part, of formal aesthetic theories, in favour of spontaneity and discovery in creation.
- A rejection of the distinction between "high" and "low" or popular culture, both in choice of materials used to produce art and in methods of displaying, distributing, and consuming art.

Postmodernism, like modernism, follows most of these same ideas, rejecting boundaries between high and low forms of art, rejecting rigid genre distinctions, emphasizing pastiche, parody, bricolage, irony, and playfulness. Postmodern art (and thought) favours reflexivity and self-consciousness, fragmentation and discontinuity (especially in narrative structures), ambiguity, simultaneity, and an emphasis on the destructured, decentred, dehumanized subject.

But while postmodernism seems very much like modernism in these ways, it differs from modernism in its attitude toward a lot of these trends. Modernism, for example, tends to present a fragmented view of human subjectivity and history (think of *The Wasteland*, for instance, or of Woolf's *To the Lighthouse*), but presents that fragmentation as something tragic, something to be lamented and mourned as a loss. Many modernist works try to uphold the idea that works of art can provide the unity, coherence, and meaning which has been lost in most of modern life; art will do what other human institutions fail to do. Postmodernism, in contrast, doesn't lament the idea of fragmentation, provisionality, or incoherence, but rather celebrates that. The world is meaningless? Let's not pretend that art can make meaning then, let's just play with nonsense.

Another way of looking at the relation between modernism and postmodernism helps to clarify some of these distinctions. According to Frederic Jameson, modernism and postmodernism are cultural formations which accompany particular stages of capitalism. Jameson outlines three primary phases of capitalism which dictate particular cultural practices. The first is market capitalism, which occurred in the eighteenth through the late nineteenth centuries in Western Europe, England, and the United States. This first phase is associated with particular technological developments, namely, the steam-driven motor, and with a particular kind of aesthetics, namely, realism. The second phase occurred from the late nineteenth century until the mid-twentieth century; this phase, monopoly capitalism, is associated with electric and internal combustion motors, and with modernism. The third, the phase we're in now, is multinational or consumer capitalism (with the emphasis placed on marketing, selling, and consuming commodities, not on producing them), associated with nuclear and electronic technologies, and correlated with postmodernism. (787 words)

- According to the passage, which of the following are the two facets of postmodernism?
  - The aesthetic movement broadly termed as modernism and the rejection of elaborate formal aesthetics in favour of minimalism.
  - The aesthetic movement that followed modernism and the emphasis on fragmented and discontinuous forms.

- (c) The aesthetic movement that followed modernism and the realism associated with the first phase of capitalism.  
 (d) The aesthetic movement of modernism and the phase associated with monopoly capitalism.  
 (e) The aesthetic movement that followed modernism and the consumerism of the present.
2. According to the characteristics of modernism described in the passage, which of the following works of art can be classified as modernist?  
 (a) A novel with idealized portraits of difficult lives in which hard work, perseverance, love and luck win out in the end.  
 (b) A novel in which virtue would be rewarded and wrongdoers suitably punished.  
 (c) A novel that tries to improve nature with a central moral lesson at heart.  
 (d) A novel in which there are multiple narrators.  
 (e) A poem in tribute to the soldiers involved in a glorious war.
3. The writer is most likely to agree with which of the following?  
 (a) Modernism and Postmodernism are essentially not different from each other.  
 (b) Though the expression of Modernist and Postmodernist thoughts are similar, the difference is fundamental rather than superficial.  
 (c) Though the expression of Modernist and Postmodernist thoughts are not similar, the difference is superficial rather than fundamental.  
 (d) Modernism thrived in a meaningless universe whereas postmodernism thrives in meaningful universe.  
 (e) The idea of 'Art for Art's sake' can be validly applied to modernist works of art.
4. In the last paragraph the writer mentions "three primary phases of capitalism which dictate particular cultural practices." In the context of the passage, the 'cultural practices' most probably refers to which of the following?  
 (a) The particular kind of aesthetics related to realism.  
 (b) The particular kind of art and literature termed as 'modernism'.  
 (c) The culture and art influenced by global consumer capitalism.  
 (d) The kind of art and literature that are produced.  
 (e) None of the above.

## ★ PASSAGE 4 (12 MINUTES)

Nowadays, in country after country, policymakers have become obsessed with the need to strengthen science education. But what about the humanities -all those disciplines (literature, history, languages, and so forth) whose relevance to economic competitiveness is not so obvious?

We need the humanities only if we are committed to the idea of humanity. If the humanities have become obsolete, then it may be that humanity is losing its salience.

I do not mean that we are becoming "less human" in the sense of "inhumane." If anything, we live in a time when traditionally human-centered concerns like "rights" have been extended to animals, if not nature as a whole. Rather, the problem is whether there is anything distinctive about being human that makes special demands of higher education. I believe that the answer continues to be yes.

Today, it sounds old-fashioned to describe the university's purpose as being to "cultivate" people, as if it were a glorified finishing school. However, once we set aside its elitist history, there remains a strong element of truth to this idea, especially when applied to the humanities. Although we now think of academic disciplines, including the humanities, as being "research-led," this understates the university's historic role in converting the primate *Homo sapiens* into a creature whose interests, aspirations, and achievements extend beyond successful sexual reproduction.

What was originally called the "liberal arts" provided the skills necessary for this transformation. By submitting to a common regime of speaking, writing, reading, observing, and calculating, the "upright ape"

acquired the capacity to reason in public. This enabled first him and then her to command authority regardless of birth, resulting in the forging of networks and even institutions whose benefits cut deeply across bloodlines. We too easily forget that our heterogeneous societies rely on at least a watered-down version of this training to maintain political and economic order.

The university began with the humanities at its heart, but today it is playing catch-up with the natural sciences. This is largely because the natural sciences have most closely imitated the productivity measures associated with industry. The result is a "bigger is better" mentality that stresses ever more publications, patents, and citations. Yet, this agenda tends to be pursued without much concern for how – or if – these measures feed into something of greater social, cultural, and even economic relevance.

The Science Citation Index, originally designed to help researchers discern aggregate trends in increasingly complex subject domains sciences, has helped measure productivity. But now these trends are routinely converted into norms against which the performance of particular universities, departments, and even individual researchers is judged. What is most easily measured has become confused with what is most worth measuring.

But, more profoundly, this entire line of thinking neglects the distinctly transformative capacity of the knowledge in which the humanities specializes. An adequate assessment of this capacity requires looking at its multiplier effects. As with John Maynard Keynes's notion that returns on public investment must be measured as the long-term consequence of other investments that it stimulates across the economy and society, so, too, with the knowledge generated by the humanities.

This idea is lost in today's cost accounting for universities, which treats what transpires between teacher and student in the classroom as akin to what happens between producer and consumer in the market. In both cases, it is assumed that the value of the exchanged good is decided shortly after its delivery according to how it satisfies an immediate need. Not surprisingly, students value their degree by the first job it gets them rather than the life it prepares them for over the next half-century.

Today, it is hard to believe that in the heyday of the welfare state, universities were both more elite and more publicly funded than they are today. Back then, it was assumed that the benefits of academic training accrued not only, or even primarily, to those who experienced it but also, and more importantly, to the rest of the population, whose lives were variously enriched by the application of the arts and sciences.

Of course, this enrichment included such practical benefits as medical breakthroughs and labor-saving technologies. But the enrichment provided by the humanities was no less enduring, though its subtler nature makes it harder to track. Nevertheless, to paraphrase Keynes, every time we turn on the radio or television, read a newspaper, pick up a novel, or watch a movie, we are in the thrall of one or more dead humanists who set the terms of reference through which we see the world.

In its long history as the premier form of academic knowledge, the humanities were frequently criticized for their subversive character. That some would now question whether the humanities have any impact at all merely reflects the crude and short-sighted way in which the value of academic knowledge is measured and judged today. Perhaps that befits creatures whose lives are "solitary, poor, nasty, brutish, and short," to recall Thomas Hobbes' description of the state of nature. But it does a grave injustice to those of us who still aspire to full-fledged humanity. (848 words) (*Passage reproduced with permission from Project Syndicate. www.project-syndicate.org*)

1. According to the writer, which of the following shows the multiplier effect of the knowledge that humanities specialises?  
 (a) It makes students future ready.  
 (b) It prepares students for achievements beyond successful reproduction.  
 (c) It helps students maintain economic and political order.  
 (d) It has given the world the benefits of medical breakthroughs and labour saving technologies.  
 (e) It is subversive in nature.
  
2. This passage is mainly concerned with...  
 (a) Denouncing the crude and short sighted way in which the value of academic knowledge is measured and judged today.  
 (b) Lamenting the absence of anything distinctive that makes special demands of higher education about the universities.

- (c) Denigrating the obsession of policy makers with science education at the cost of humanities.

(d) Condemning the standard of value current in contemporary universities based on the relationship between the producer and the consumer.

(e) Deplored the loss of the deeper and long term effects of education that are lost in today's cost accounting universities.

3. The writer advances which of the following as the real reason for the perceived decline in the effectiveness of today's universities?

(a) Their method based on the principle, "what is most easily measured has become confused with what is most worth measuring."

(b) There being nothing distinctive about being human that makes special demands of higher education.

(c) Their shifting of focus from humanities to natural sciences.

(d) Their emphasis on natural sciences.

(e) Their approach to humanities as being "research-led".

4. Compared to the achievements and benefits of natural sciences, it is the author's view that the achievements and benefits and humanities are....

(a) Longer lasting. (b) Subversive.

(c) Harder to track. (d) All pervading.

(e) All of the above.

5. According to the writer, what impact do the humanities have on people?

(a) People become "solitary, poor, nasty, brutish, and short."

(b) People become less "inhumane."

(c) People's achievements extend beyond mere sexual reproduction.

(d) Transforms people to full-fledged humanity.

(e) People become subversive.

## ★ PASSAGE 5 (15 MINUTES)

We seem to know some things *a priori*, or at least to be justified in believing them. Standard examples of propositions known *a priori* include: a bachelor is an unmarried male;  $2 + 3 = 5$ ; if you know something, then what you believe is true; if A is greater than B, and B is greater than C, then A is greater than C; no object can be red and green all over at the same time; the shortest distance between two points is a straight line; no object can be wholly in two different places at the same time; it is wrong to torture infants to death just for the fun of it; and it is unjust to punish an innocent person.

For the sake of argument, assume that we know that all of the following claims are true: some bachelors are unhappy; there are five apples in the bag; I have hands; my middle finger is longer than my ring finger, and it is longer than my little finger; the tomato I'm holding is red all over; the shortest route by car from Detroit to Chicago is along I-94; I was in California in mid-March, not Detroit; torture produces unreliable testimony; and people who are punished unjustly become resentful. The basis of the knowledge of these claims is different from the basis for knowing that bachelors are unmarried males,  $2 + 3 = 5$ , etc. The basis for knowing that bachelors are unmarried, etc., is also different from the basis for knowing that I now have a pain in my left knee, that I ate cereal for breakfast this morning, and that there was a massacre at Virginia Tech on April 16, 2007. The basis of *a priori* knowledge is not perception, introspection, memory, or testimony. If there were such things as telepathy and clairvoyance, they also would not be the basis of *a priori* knowledge. *A priori* knowledge and justification seem to be based on reason alone, or are based solely on understanding the proposition being considered.

Like perception, introspection, memory, and testimony, *a priori* justification is fallible. One might be justified in believing something *a priori*, e.g., that every event has a cause, or even that unmarried adult males are bachelors that is actually false. Many physicists think that some subatomic events occur at random and so have no cause, and Gilbert Harman has cited studies by Winograd and Flores that show that, "Speakers do not consider the Pope

a bachelor". Consideration of philosophical paradoxes can also make the point that *a priori* justification is fallible. We seem to be *a priori* justified in believing that if you take one grain of sand from a heap of sand, you are still left with a heap, and that if you only have one, or no, grains of sand, you do not have a heap of sand. But we know that one of these propositions must be false, for the first leads to the denial of the second. So *a priori* justification must be fallible.

Besides being fallible, it seems that *a priori* justification is defeasible, that is, all-things-considered *a priori* justification can be defeated by further evidence. For instance, it seems possible for a person to be, all things considered, *a priori* justified in believing, say, that justified true belief (JTB) is knowledge before, but not after, becoming aware of Gettier-type counterexamples. And if that is possible, why couldn't all-things-considered *a priori* justification be defeated by empirical, not just *a priori*, considerations? If you are, all things considered, *a priori* justified in believing that necessarily, all P's are Q's then why couldn't your observing a P that is not a Q defeat that justification? Some would contend that something like this has actually happened, for they will say that Kant was, all things considered, *a priori* justified in believing that every event has a cause but, because of developments in sub-atomic physics, we are not, and that the Greeks were, all things considered, *a priori* justified in accepting Euclidean geometry but we are not because of developments in cosmology.

Why would anyone think that these appearances are misleading? In particular, why would they think that no one can be, all things considered, *a priori* justified in believing something at one time and then have that justification defeated at a later time by empirical evidence? Well, the answer stems from the nature of the *a priori*. Kant said that *a priori* knowledge is "knowledge that is absolutely independent of all experience". That understanding seems too narrow because, if it were correct, all *a priori* knowledge would have to rest on innate ideas, that is, ideas people are born with but do not acquire through experience. A more plausible suggestion is that *a priori* knowledge and justification must be independent of experience beyond that needed to acquire the concepts required to understand the proposition at issue.

- (a) Because this *a priori* justification is proved false by removing the grains from a heap one by one until no heap exists.
- (b) Because this *a priori* justification is proved false by removing the grains from a heap one by one until they form a distinctively new heap—hence a grain of sand does not exist.
- (c) This *a priori* justification is false because grains of sand cannot exist without a heap.
- (d) This *a priori* justification is false because heaps of sand cannot exist without grains.
- (e) This *a priori* justification is false because no one can experientially separate each grain of sand from the heap.
5. It can be inferred from the passage that an *a priori* justification becomes indefeasible when...
- The justification or belief is not based on the right kind of justification.
  - The justification or belief is based on the right kind of justification.
  - There is evidence to the contrary of that justification or belief.
  - It is defeated by empirical considerations.
  - We are confronted by phenomena in quantum physics or cosmology.
6. What is the author's attitude towards Kant's concept of *a priori* knowledge or justification? (last paragraph)
- The writer approves of the concept.
  - The writer disapproves of the concept.
  - The writer accepts the concept with reservations.
  - The writer agrees to the concept if it is modified in a particular manner.
  - The writer disapproves of the concept and explains it differently.

### ★ PASSAGE 6 (12 MINUTES)

Today, there seems to be no coherent alternative to capitalism, yet anti-market feelings are alive and well, expressed for example in the moralistic backlash against globalization. Because no social system can survive for long without a moral basis, the issues posed by anti-globalization campaigners are urgent—all the more so in the midst of the current economic crisis.

It is hard to deny some moral value to the market. After all, we attach moral value to processes as well as outcomes, as in the phrase “the end does not justify the means.” It is morally better to have our goods supplied by free labor than by slaves, and to choose our goods rather than have them chosen for us by the state. The fact that the market system is more efficient at creating wealth and satisfying wants than any other system is an additional bonus.

Moral criticisms of the market focus on its tendency to favor a morally deficient character type, to privilege disagreeable motives, and to promote undesirable outcomes. Capitalism is also held to lack a principle of justice.

Consider character. It has often been claimed that capitalism rewards the qualities of self-restraint, hard-work, inventiveness, thrift, and prudence. On the other hand, it crowds out virtues that have no economic utility, like heroism, honor, generosity, and pity. (Heroism survives, in part, in the romanticized idea of the “heroic entrepreneur.”)

The problem is not just the moral inadequacy of the economic virtues, but their disappearance. Hard work and inventiveness are still rewarded, but self-restraint, thrift, and prudence surely started to vanish with the first credit card. In the affluent West, everyone borrows to consume as much as possible. America and Britain are drowning in debt.

Adam Smith wrote that “consumption is the sole end and purpose of production.” But consumption is not an ethical aim. It is not positively good to have five cars rather than one. You need to consume in order to live, and to consume more than you strictly need in order to live well. This is the ethical justification for economic development. From the ethical point of view, consumption is a means to goodness, and the market system is the most efficient engine for lifting people out of poverty: it is doing so at a prodigious rate in China and India.

But this does not tell us at what point consumption tips us into a bad life. If people want more pornography or more drugs, the market allows them to consume these goods to the point of self-destruction. It oversupplies some goods that are morally harmful, and undersupplies goods that are morally beneficial. For quality of life, we have to rely on morals, not markets.

No doubt it is unfair to blame the market for bad moral choices. People can decide when to stop consuming or what they want to consume. But the market system relies on a particular motive for action—Keynes called it “love of money”—which tends to undermine traditional moral teaching. The paradox of capitalism is that it converts avarice, greed, and envy into virtues.

We are told that capitalism discovers wants that people did not realize they had and thus moves humanity forward. But it is truer to say that the market economy is sustained by the stimulation of greed and envy through advertising. In a world of ubiquitous advertising, there is no natural limit to the hunger for goods and services.

The final moral issue is capitalism's lack of a principle of justice. In a perfectly competitive market, with full information, models of the market show that all the factors of production receive rewards equal to their marginal products. The full competition and information requirements ensure that all contracts are uncoerced and all expectations are fulfilled. Justice in distribution is supposedly secured by justice in exchange.

But no actually existing capitalist market system spontaneously generates justice in exchange. There is always some monopoly power, insiders have more information than outsiders, ignorance and uncertainty are pervasive, and expectations are frequently disappointed. Justice in exchange has to be supplied from outside the market.

Moreover, the endowments that people bring with them to the market include not just their own innate qualities, but their starting positions, which are radically unequal. That is why the liberal theory of justice demands at a minimum equality of opportunity: the attempt—as far as is compatible with personal liberty—to eliminate all those differences in life chances arising from unequal starting points. As a result, we rely on the state to provide social goods like education, housing, and health care.

Finally, the claim that everyone is—under ideal conditions—paid what they are worth is an economic, not a moral, valuation. It does not conform to our moral intuition that a CEO should not be paid 500 times the average wage of his workers, or to our belief that if someone's market-clearing wage is too low to support life, he should not be allowed to starve to death. As our societies have become richer, we have come to believe that everyone is entitled to a minimum standard, whether in work or sickness or unemployment, which allows for a continuing level of comfort and flourishing. The market system does not guarantee this.

While the market today has no serious challenger, it is morally vulnerable. It has become dangerously dependent on economic success, so that any large-scale economic failure will expose the shallowness of its moral claims. The solution is not to abolish markets, but to re-moralize wants. The simplest way of doing this is to restrict advertising. This would prune the role of greed and envy in the operation of markets, and create room for the flourishing of other motives. (952 words) (Passage reproduced with permission from Project Syndicate. [www.project-syndicate.org](http://www.project-syndicate.org))

- Which of the following is the best title for the passage?
  - Moral Susceptibility of Free Markets
  - Corporate Social Responsibility
  - Capitalism and Social Justice
  - Capitalism and Moral Decadence
  - Moral Vulnerability of Capitalism and Advertising
- The writer would consider which of the following clusters as characteristics of a “perfectly competitive market”?
  - All are paid what they are worth; there is no domination through power; people get what they want.
  - All are initially in equal positions; there are no power centres; people consume more than what is strictly needed.
  - All are given something to do; there is no unemployment; there is justice in distribution.
  - All are paid what they are worth; there is no unemployment; people consume more than what is strictly needed.
  - All are initially in equal positions; there are no power centres; consumption is regulated.

3. "... it crowds out virtues that have no economic utility, like **heroism**, honor, generosity, and pity...." Which of the following phrase best explains the contextual meaning of **heroism**?  
 (a) Conduct especially as exhibited in fearlessness or defiance of danger.  
 (b) Conduct especially as exhibited in the habit of bearing up nobly under trials, danger, and sufferings.  
 (c) Conduct especially as exhibited in firm courage, which shrinks not amid the most appalling dangers.  
 (d) Conduct especially as exhibited in dashing into the thickest of the fight.  
 (e) Conduct especially as exhibited in fulfilling a high purpose or attaining a noble end.
4. The writer is most likely to DISAGREE with which of the following?  
 (a) The purpose of production as explained by Adam Smith is not ethical.  
 (b) Free market system is the best method to take populations out of poverty.  
 (c) 'Love of money' corrupts people.  
 (d) Economic crises reflect the moral shallowness of free markets.  
 (e) None of the above.
5. According to the writer, the anti market sentiments, and the moralistic backlash against globalization stem from which of the following?  
 (a) The current economic crisis and the markets' lack of moral basis.  
 (b) The tendency of markets to be driven by 'love of money', and their treatment of avarice, greed and envy as virtues.  
 (c) The inability of markets to know at what point consumption tips into bad life and their deliberate attempts to undersupply goods that are morally beneficial.  
 (d) The tendency of markets to be driven by advertising and their conversion of avarice, greed and envy as virtues.  
 (e) The tendency of markets to reward the morally deficient people and their lack of principles of justice.
6. The writer cites which of the following as reasons in favour of capitalism?  
 (a) It is the best system to do away with the gap between the haves and the have-nots.  
 (b) It has the strongest moral basis.  
 (c) It is the best system to create wealth and to satisfy wants.  
 (d) It helps discover wants that people did not realize they had, and thus facilitates progress.  
 (e) All of the above.

### ★ PASSAGE 7 (10 MINUTES)

Claims that the mind has a modular architecture, and even massively modular architecture, are widespread in cognitive science. The massive modularity thesis is first and foremost a thesis about cognitive architecture. As defended by evolutionary psychologists, the thesis is also about the source of our cognitive architecture: the massively modular architecture is the result of natural selection acting to produce each of the many modules. Our cognitive architecture is composed of computational devices that are innate and are adaptations. This massively modular architecture accounts for all of our sophisticated behaviour. Our successful navigation of the world results from the action of one or more of our many modules.

Jerry Fodor was the first to mount a sustained philosophical defence of modularity as a theory of cognitive architecture. His modularity thesis is distinct from the massive modularity thesis in a number of important ways. Fodor argued that our "input systems" are modular—for example, components of our visual system, our speech detection system and so on—these parts of our mind are dedicated information processors, whose internal make-up is inaccessible to other related processors. The modular detection systems feed output to a central system, which is a kind of inference engine. The central system, on Fodor's view is not modular. Fodor presents a large number of arguments against the possibility of modular central systems. For example, he argues that central systems, to the extent that they engage in something like scientific confirmation, are "Quinean" in that "the degree of confirmation assigned to any given hypothesis is sensitive to properties of the entire belief system". Fodor

draws a bleak conclusion about the status of cognitive science from his examination of the character of central systems: cognitive science is impossible. So on Fodor's view, the mind is partly modular and the part of the mind that is modular provides some subject matter for cognitive science.

A distinct thesis from Fodor's, the massive modularity thesis, gets a sustained philosophical defence from Peter Carruthers. Carruthers is well aware that Fodor does not believe that central systems can be modular but he presents arguments from evolutionary psychologists and others that support the modularity thesis for the whole mind. Perhaps one of the reasons that there is so much philosophical interest in evolutionary psychology is that discussions about the status of the massive modularity thesis are highly theoretical. Both evolutionary psychologists and philosophers present and consider arguments for and against the thesis rather than simply waiting until the empirical results come in. Richard Samuels speculated that argument rather than empirical data was being relied on, because the various competing modularity theses about central systems were hard to pull apart empirically. This still seems to be a problem as Carruthers relies heavily on arguments for massive modularity over specific empirical results that tell in favour of the thesis.

There are many arguments for the massive modularity thesis. Some are based upon considerations about how evolution must have acted; some are based on considerations about the nature of computation and some are versions of the poverty of the stimulus argument first presented by Chomsky in support of the existence of an innate universal grammar. Myriad versions of each of these arguments appear in the literature and many arguments for massive modularity mix and match components of each of the main strands of argumentation. (554 words)

1. The passage is chiefly concerned with which of the following?  
 (a) Explaining the massive modularity hypothesis about the organization of the human mind.  
 (b) Explaining the various hypotheses that exist about the organization of the mind.  
 (c) Explaining the various arguments for and against the modular structure of the mind.  
 (d) Explaining that the human mind is massively modular in its organization.  
 (e) Defending massive modularity hypothesis as a theory of cognitive architecture.
2. Which of the following can serve as an analogy to the modular organization of the human brain?  
 (a) The human body is made up of organs fulfilling certain specific functions.  
 (b) The immune system allows the body to respond to a wide variety of pathogens and is domain general.  
 (c) The brain is (like) a computer equipped to receive stimulus from the environment and respond similarly to each stimulus however different the stimuli are.  
 (d) A word processing application (software) that can be used to create several different kinds of documents.  
 (e) Stem cells that can generate any kind of, and different kinds of, cells depending on the environment they are in.
3. Which of the following most accurately describes Jerry Fodor's modularity thesis?  
 (a) The human cognitive system is an organization of several independent processes and a central processing centre.  
 (b) The human cognitive system is made up of several independent processes interlinked by a modular central processing unit.  
 (c) The human cognitive system is a modular organization of processes controlled by a modular processing unit.  
 (d) The human cognitive system is an organization of modular processes and a non modular processing centre.  
 (e) The human cognitive system is an organization of several independent processes.
4. According to the writer the deep philosophical interest in evolutionary psychology can be attributed to which of the following?  
 (a) Evolutionary psychology is not based on any empirical evidence.  
 (b) Human beings are naturally curious about how they understand and react to the world.

- (c) The study is totally driven by the discussions that happen among the researchers.
- (d) The conclusion about the status of cognitive science that can be drawn from an examination of the character of central system is that cognitive science is impossible.
- (e) There are many arguments for the massive modularity thesis.

### ★ PASSAGE 8 (12 MINUTES)

Are science and religion fated to mutual enmity? Every schoolchild learns how Galileo was forced to his knees to recant his belief that the earth revolves around the sun, or how the Church was up in arms again in 1859, when Charles Darwin published *On the Origin of Species*, arguing that all living organisms, including humans, result from a long, slow process of evolution. Today, especially in America, many Christians, so-called Creationists, still argue that mankind's origins are to be found in the early chapters of Genesis, not in any scientific discovery.

But the interplay of evolution and religion is more complex than opposition and conflict. Evolutionary ideas are born of religion. The ancient Greeks had no idea of progress, directional time, and linear history, culminating in humankind. This concept is a legacy of Judeo-Christianity, and in the 18th century the earliest evolutionists—people like Charles Darwin's grandfather, Erasmus—framed their ideas within the context of this religious account of origins.

Darwin himself was much influenced by Christian ideas, especially where we least expect it: in his belief in natural selection—the bane of the Church—as evolution's motive force. Darwin argued that more organisms are born than can survive and reproduce; that this leads to a struggle for existence; and that success in this struggle partly reflects the physical and behavioral differences between the winners and the losers. The winners are those that are well adapted to their environment—that is, they develop features that help them to survive and reproduce.

Behind Darwin's emphasis on adaptation lay his Christian upbringing. One traditional argument for the existence of God, the so-called "argument from design," stresses that organic parts are adapted, and argues that the only way they could have come into being is through the workings of some kind of intelligence. The eye, for example, is like a telescope. Since telescopes have telescope makers, the eye must have an eye maker—the Great Optician in the Sky. Darwin accepted the design-like nature of organisms and their parts. But rather than the Christian God, he appealed to the scientific concept of natural selection.

Science and religion still wrestle over the legacy of Darwin's theory of evolution through natural selection. As the well-known Oxford biologist Richard Dawkins notoriously remarked, "Although atheism might have been logically tenable before Darwin, Darwin made it possible to be an intellectually fulfilled atheist." Without natural selection, the appeal to God made sense. But after Darwin and natural selection, we have a non-God-driven explanation for adaptation, making it possible to be a non-believer, even in the face of design-like organisms and their parts.

But Dawkins goes further and argues that if one is a follower of Darwin, then sensibly one ought to be an atheist. Dawkins agrees with the Creationists on one thing: the incompatibility of Darwinism and Christianity. In his book *River out of Eden*, he writes, "The universe we observe has precisely the properties we should expect if there is, at bottom, no design, no purpose, no evil and no good, nothing but blind, pitiless indifference."

Elsewhere he attacks religion directly: "The kinds of views of the universe which religious people have traditionally embraced have been puny, pathetic, and measly in comparison to the way the universe actually is. The universe presented by organized religions is a poky little medieval universe, and extremely limited."

Now, I, for one, am not quite sure how poky the medieval universe actually was. Most thinkers back then accepted the Arab estimates that the universe was two hundred million miles across, which is enough room to swing quite a few cats—or Oxford atheists!

But obviously, whether or not you do believe in the existence of the Christian God (or any other kind of god), Dawkins's gloomy conclusions do not follow. You may not have to be a Christian in the light of Darwinism, but this does not mean that you cannot be one.

In fact, Pope John Paul II, a man not usually described as soft in his religious commitments, has openly endorsed evolution, even Darwinism. True, he demands a special intervention for the arrival of human souls, but souls (if such there be) are hardly scientific concepts anyway.

People like Dawkins, and the Creationists for that matter, make a mistake about the purposes of science and religion. Science tries to tell us about the physical world and how it works. Religion aims at giving a meaning to the world and to our place in it. Science asks immediate questions. Religion asks ultimate questions.

There is no conflict here, except when people mistakenly think that questions from one domain demand answers from the other. Science and religion, evolution and Christianity, need not conflict, but only if each knows its place in human affairs—and stays within these boundaries. (801 words) (*The passage is reproduced with permission from www.project-syndicate.org*)

1. According to the author the traditional argument for the existence of god....
  - (a) Confirms the Creationists view about the origins of mankind.
  - (b) Is not fundamentally at variance with Darwin's theory of natural selection.
  - (c) Differs fundamentally from our ideas about the origin of life on earth.
  - (d) Does not make the rationale behind atheism logically untenable.
  - (e) Lays the foundation for a non-God driven view of the universe.
2. The main purpose of the passage is
  - (a) To show that religion and evolution share a relationship much more complex than opposition and conflict.
  - (b) To show that the concepts of progress, directional time, and linear history are central to the understanding of the theory of natural selection.
  - (c) To attempt a reconciliation between Darwin's theory of natural selection and Christianity.
  - (d) To trace the routes of atheism and the non-god driven universe doctrine to Darwin's theory of natural selection.
  - (e) To emphasize the Darwin's theory of evolution and natural selection is in essence not different from the Creationists view of the universe.
3. Which of the following is neither stated nor implied in the passage?
  - (a) The concerns of science and religion are fundamentally dissimilar.
  - (b) Dawkin's world did not consist of an extremely limited and puny little universe.
  - (c) Progress, directional time, and linear history are Christian concepts.
  - (d) Atheism could be intellectually rationalised post Darwinism.
  - (e) Dawkin's argument cannot be sustained with design-like organisms and their parts.
4. The writer is most likely to agree with which of the following?
  - (a) Darwinism precludes Christianity.
  - (b) Dawkins is ignorant of the purposes of philosophy and theology.
  - (c) The ancient Arab estimates about the expanse of the universe were not completely wrong.
  - (d) One cannot be scientific and religious at the same time.
  - (e) The Pope's postulation about the human soul is silly.

### ★ PASSAGE 9 (15 MINUTES)

To Jean Paul Sartre, the tragedy of human existence manifests itself in the perpetual vacillation of man leading towards a life devoid of commitment. Man's inability to demolish the bulwark of lukewarmness in himself ushers a predicament of insufferable meaninglessness that continues to haunt him until the day he bids an existential adieu. The viable jewels of life remain untouched when man forgets his vocation of searching for the truth of his existence. The Sartrean man realizes that there is more to existence than mere existing, and that there is more to life than mere living. Confronted with the ambiguity, meaninglessness, and absurdity of his existence, he then sets forth in a journey towards the rediscovery of his real self. He attempts to surpass himself, and imbedded in that transcendence is the meaning he has been looking for in his life. The search for meaning becomes an act of surpassing. The search for meaning, then, becomes the search for authenticity. Early Sartrean thought leaves

no room for individual authenticity. Sartre takes away from the individual the vaguest possibility of achieving individual authenticity both in the ontological and in the psychological level. Ontological, individual authenticity cannot be achieved for he argued that the individual cannot escape from the tendency to act in bad faith. Neither can psychological, individual authenticity be achieved because the current social framework does not endow man the freedom to surpass himself. Indeed, Stuart Zane Charme says, "Sartre's ordeal lay in fighting off the total engulfment of his private self by his public civilized role in the society." The futility of the search for authenticity in early Sartre becomes an occasion to look for a feasible venue for authenticity. An initial act of failing does not make one a failure. Confronted with an impossibility of individual authenticity, the Sartrean man then continues to explore other venues for authenticity. He then finds refuge in an attempt to surpass the given situation and be dialectically related with it so much so that while he embraces the limitation brought about by his world, he persists in fighting for his subjectivity. Thus opens before him the possibility of collective authenticity. As Golomb writes, "we cannot change the ontological impossibility of authenticity, but we can do our best to weaken the social forces that perpetuate our tendency to live in bad faith." Sartre turns from nothingness not to compassion or holiness, but to human freedom as realized in revolutionary activity. The dawn of collective authenticity for the Sartrean man manifests itself in two ways. First, he becomes authentic in his struggle to reconstruct the social fabric which is not conducive to authenticity. Second, he becomes authentic when he establishes relations of real brotherhood based on freedom with other people in an authentically reconstituted society. (461 words)

1. According to the passage, the early Sartrean thought leaves no room for individual authenticity because...
  - (a) the individual self is subsumed by his social self.
  - (b) the individual acts constantly in bad faith.
  - (c) one cannot surpass oneself because of social forces acting upon him.
  - (d) the individual cannot escape bad faith or his social identity.
  - (e) the social frame work does not allow an individual to surpass himself.
  
2. According to the passage, when is the Sartrean man likely to experience the "valuable jewels of life"?
  - (a) When he does not forget his function of searching for the truth about his existence.
  - (b) When he is able to break through his lukewarmness and achieve commitment.
  - (c) When he is able to accept bad faith and to transcend the social forces acting upon him.
  - (d) When he continues to explore the various avenues for authenticity.
  - (e) When he does not vacillate between a life of meaninglessness and commitment.
  
3. Which of the following can be inferred from the passage?
  - (a) Sartre considers the human existence entirely devoid of meaning.
  - (b) The individual self is characterised by meaninglessness, ambiguity, and absurdity.
  - (c) Revolutionary activity helps man to achieve psychological and ontological authenticity.
  - (d) Revolutionary activity helps man to achieve collective authenticity.
  - (e) The search for authenticity—psychological or ontological—is a futile exercise.
  
4. When does the possibility of 'collective authenticity' open before a Sartrean man?
  - (a) When he is able to change the ontological impossibility of authenticity.
  - (b) When he is able to weaken the social forces that perpetuate bad faith.
  - (c) When he accepts bad faith and persists in rediscovering his self.
  - (d) When he is able to reconstruct the social fabric that was conducive to authenticity.
  - (e) When he is able to establish relations of real brotherhood with other people.

### ★ PASSAGE 10 (15 MINUTES)

Dutch artist M.C. Escher's elegant pictorial paradoxes are prized by many, not least by philosophers, physicists, and mathematicians. Some of his work, for example *Ascending and Descending*, relies on optical illusion to depict what is actually an impossible situation. Other works are paradoxical in the broad sense, but not impossible:

Relativity depicts a coherent arrangement of objects, albeit an arrangement in which the force of gravity operates in an unfamiliar fashion. Quantum gravity itself may be like this: an unfamiliar yet coherent arrangement of familiar elements. Or it may be like *Ascending and Descending*, an impossible construction which looks sensible in its local details but does not fit together into a coherent whole.

'Quantum gravity' primarily refers to an area of research, rather than a particular theory of quantum gravity. Several approaches exist, none of them entirely successful to date. Thus the philosopher's task, if indeed she has one, is different from what it is when dealing with a more-or-less settled body of theory such as classical Newtonian mechanics, general relativity, or quantum mechanics. In such cases, one typically proceeds by assuming the validity of the theory or theoretical framework and drawing the ontological and perhaps epistemological consequences of the theory, trying to understand what it is that the theory is telling us about the nature of space, time, matter, causation, and so on. Theories of quantum gravity, on the other hand, are bedevilled by a host of technical and conceptual problems, questions, and issues which make them unsuited to this approach. However, philosophers who have a taste for a broader and more open-ended form of inquiry will find much to think about. (273 words)

1. The most likely reason for the interest shown by philosophers and physicists alike in M.C. Escher's works is that...
  - (a) they represent situations that are conceptually and technically impossible.
  - (b) they represent the paradoxes found in philosophy and physics.
  - (c) they visually correspond to the problems in philosophy and physics about space time concepts.
  - (d) they are evocative of some of the problems philosophers and physicists face in their enquiry.
  - (e) they visually represent the problems about space and time in philosophy and about quantum gravity in physics.
  
2. According to the passage, what is the similarity between 'quantum gravity' and the pictorial works of M C Escher?
  - (a) Both are either paradoxical or impossible.
  - (b) Both are either impossible or paradoxical but not impossible.
  - (c) Both are coherent and familiar arrangement of unfamiliar objects.
  - (d) Both are impossible construction in its local details but do not fit into a coherent whole.
  - (e) Both cover broad areas and cannot be particularized.
  
3. According to the passage, the problem that quantum gravity presents to the philosopher is chiefly which of the following?
  - (a) A host of technical and conceptual problems.
  - (b) It forces out the conventional methods of inquiry.
  - (c) There are several unconfirmed approaches in quantum gravity.
  - (d) It necessitates a broader and open-ended form of inquiry.
  - (e) The nature of space, time, matter, causation etc.
  
4. What is the main purpose of the passage?
  - (a) To introduce Quantum Gravity to the reader.
  - (b) To compare the Quantum Gravity and the pictorial paradoxes of M C Escher.
  - (c) To show the complexity of space time relationships in physics and philosophy.
  - (d) To show the relationship between physics and philosophy.
  - (e) To show the common interests of physicists and philosophers.

### ★ PASSAGE 11 (18 MINUTES)

Have you ever sat at the deathbed of a statistical life? "Statistical lives" are what politicians save, or let die, or kill, when they decide on resource allocations for health care. Health care is not the only area where political decisions

are matters of life and death. Environmental programs to reduce air pollution, educational efforts to publicize the adverse effects of smoking, traffic measures that lower the risk of car accidents: many policies save lives—and omit other lives that would have been saved if the money had been spent otherwise.

So, if you have ever sat at somebody's deathbed, the answer may very well be yes: you sat at the deathbed of a statistical life. Even so, we say that John died from cancer, not that he died from a policy decision to stop payment for cancer screening. We say that Mary died in a car accident, not that she was a casualty of the Road Traffic Act. This would be quite different if the identities of future victims were known at the time such policy decisions are taken. Imagine that they were known, and that the individual victims of policy decisions would somehow stare into the faces of decision makers just as if they were being held at gunpoint. Policy making, I am sure, would suddenly halt.

In fact, the analogy of holding victims at gunpoint is misleading, because in public decision-making we can hardly claim that everything is all right as long as we don't pull the trigger. Given that everything that happens is somehow a consequence of decision-making, the distinction between killing someone and letting her die is unconvincing. So perhaps decision makers, faced with the victims of previous policies and the future victims of current ones, would simply be happy that at last they could allocate resources in an optimally efficient way.

That seems unlikely. Indeed, the thought experiment of turning statistical lives into identifiable lives highlights an important point about policy-making: much, if not all, of the appeal of “efficient” resource allocation depends on the anonymity of the victims. Full anonymity explains why efficiency rules meet with no protest, when resources are scarce. Such anonymity also holds for those who are left untreated in “triage”—the sorting of casualties when natural or man-made disasters strike. But, for the same reason, efficiency rules often do meet with protest when they are used or proposed for rationing medical services in everyday medicine. It is part of the everyday life of many citizens—even part of their identities—that they suffer from an expensive health problem. Under an efficiency regime, they might as well bear a target on their foreheads.

What about young and healthy citizens? Many will develop expensive health problems in the future. But their future is unknown, as is the fate of future disaster victims. Why should they not fully embrace efficient resource allocation? Many statistical lives—your own, perhaps—could be saved by excluding future payment for some expensive medical treatment (say, hemodialysis) for those who are now healthy and reallocating the funds to cheap but effective prevention programs. Since there is no fairness problem here, would it not simply be irrational to reject efficiency? After all, saving statistical lives does save individuals. Whether or not you see a distinction between statistical lives and individual lives depends on whether you accord value not only to when you die, but also to how you die. Dying is hard. But it is our fate as humans, and it is usually accepted with dignity when the hour comes. Nevertheless, as long as we see a chance to escape death, we run from it, and we expect those who take care of us to look for the escape routes.

So here is a difference: when you die from lack of medical care, there is an escape route. It is clearly marked, but nobody helps you get to it. They stand idly by, abandoning you to death. By contrast, when you die from the absence of prevention policies, you may be dying sooner than you otherwise would, but you are not being left to die. This is why sitting beside, and even lying on the deathbed of a statistical life may be more tolerable after all.

Perhaps a maximally extended life expectancy is of higher value to you than living in a society where doctors do not leave curable patients to die if they cannot pay for the required treatment out of their own pockets. But there is nothing irrational in deciding otherwise. It all depends on a value judgment—one of the many value judgments societies must make with respect to modern medicine. The higher the technical capabilities, and the costs, of modern medicine become, the more contested this particular value judgment will be. (797 words)

*(Passage reproduced with permission from [www.project-syndicate.org](http://www.project-syndicate.org))*

1. The first two paragraphs of the passage support which of the following inferences?

  - (a) We do not usually identify policy decisions as the causes of individual deaths.
  - (b) Individual deaths cannot be attributed to policy decisions.
  - (c) The difference between statistical life and individual life is not known to politicians.
  - (d) Policies that save lives would be better than policies that let people die.
  - (e) Decision makers do not take into account statistical deaths while making policies.



## ★ PASSAGE 12 (15 MINUTES)

Locke's concept of the state of nature has been interpreted by commentators in a variety of ways. At first glance it seems quite simple. Locke writes "want [lack] of a common judge, with authority, puts all persons in a state of nature" and again, "Men living according to reason, without a common superior on earth, to judge between them, is properly the state of nature." Many commentators have taken this as Locke's definition of the state of nature. On this account the state of nature is distinct from political society, where a legitimate government exists, and from a state of war where men fail to abide by the law of reason.

Simmons presents an important challenge to this view. Simmons points out that the above statement is worded as a sufficient rather than necessary condition. Two individuals might be able, in the state of nature, to authorize

a third to settle disputes between them without leaving the state of nature, since the third party would not have, for example, the power to legislate for the public good. Simmons also claims that other interpretations often fail to account for the fact that there are some people who live in states with legitimate governments who are nonetheless in the state of nature: visiting aliens, children below the age of majority, and those with a "defect" of reason. He claims that the state of nature is a relational concept describing a particular set of moral relations that exist between particular people, rather than a description of a particular geographical territory. The state of nature is just the way of describing the moral rights and responsibilities that exist between people who have not consented to the adjudication of their disputes by the same legitimate government. The groups just mentioned either have not or cannot give consent, so they remain in the state of nature. Thus A may be in the state of nature with respect to B, but not with C.

Simmons' account stands in sharp contrast to that of Strauss. According to Strauss, Locke presents the state of nature as a factual description of what the earliest society is like, an account that when read closely reveals Locke's departure from Christian teachings. State of nature theories, he and his followers argue, are contrary to the Biblical account in Genesis and evidence that Locke's teaching is similar to that of Hobbes. As noted above, on the Straussian account Locke's apparently Christian statements are only a façade designed to conceal his essentially anti-Christian views. According to Simmons, since the state of nature is a moral account, it is compatible with a wide variety of social accounts without contradiction. If we know only that a group of people are in a state of nature, we know only the rights and responsibilities they have toward one another; we know nothing about whether they are rich or poor, peaceful or warlike.

A complementary interpretation is made by John Dunn with respect to the relationship between Locke's state of nature and his Christian beliefs. Dunn claimed that Locke's state of nature is less an exercise in historical anthropology than a theological reflection on the condition of man. On Dunn's interpretation, Locke's state of nature thinking is an expression of his theological position that man exists in a world created by God for God's purposes but that governments are created by men in order to further those purposes.

Locke's theory of the state of nature will thus be tied closely to his theory of natural law, since the latter defines the rights of persons and their status as free and equal persons. The stronger the grounds for accepting Locke's characterization of people as free, equal, and independent, the more helpful the state of nature becomes as a device for representing people. Still, it is important to remember that none of these interpretations claims that Locke's state of nature is only a thought experiment, in the way Kant and Rawls are normally thought to use the concept. Locke did not respond to the argument "where have there ever been people in such a state" by saying it did not matter since it was only a thought experiment. Instead, he argued that there are and have been people in the state of nature. It seems important to him that at least some governments have actually been formed in the way he suggests. (730 words)

1. Which of the following best defines Locke's conception of 'state of nature'?
  - (a) State of nature is defined by the set of moral relations that exist between particular people.
  - (b) State of nature is defined by a particular geographical territory without political authority and by the set of moral relations that exist between people.
  - (c) State of nature exists wherever moral rights and responsibilities of a particular people are used for the adjudication of their disputes.
  - (d) State of nature exists wherever moral rights and responsibilities of a particular people are used for the adjudication of their disputes by the same legitimate government.
  - (e) State of nature exists wherever there is no legitimate political authority able to judge disputes and where people live according to the law of reason.
  
2. It can be inferred from the passage that Simmons considers Locke's conception of state of nature...
  - (a) False, because state of nature is in reality a relational concept that describes a particular geography.
  - (b) Incorrect, because state of nature arises from the lack of political authority and is characterised by the adjudication of disputes by the application of pure Reason.
  - (c) Flawed, because state of nature has nothing to do with the lack of political authority, but with the way people live according to the law of reason alone.

- (d) Inadequate, because state of nature must also take account of the moral relations that exist between particular people even within legitimate governments.
- (e) Inconsistent, because it is in sharp contrast to the account of nature presented by Strauss.
  
3. It can be inferred from the passage that the similarity between the interpretations (of Locke's conception of state of nature) of Strauss and John Dunn lies in the fact that:
  - (a) Both accept that Locke's conception of state of nature is contrary to the Biblical account in Genesis.
  - (b) Both accept that Locke's conception of state of nature is an expression of his position that man exists in a world created by God.
  - (c) Both accept that Locke's conception of state of nature considers governments as agencies created by man to further God's purposes.
  - (d) Both accept that Locke's conception of state of nature is essentially anti-Christian.
  - (e) Both accept that Locke's conception of state of nature is a reflection on the condition of man.
  
4. According to the passage, which of the following most strongly binds Locke's conception of state of nature to his theory of natural law?
  - (a) Locke's state of nature provides the thought experiment to define the rights of persons and their status as free and equal citizens.
  - (b) Locke's state of nature explains the theological position of man as created by God and governments as instruments to promote man's well being.
  - (c) Locke's state of nature provides the conceptual basis for man as free, equal and independent.
  - (d) Locke's state of nature explains the legitimacy of governments when they have the consent of people who live under them.
  - (e) Locke's state of nature provides the hypothetical contract based on which actual social contracts can be formulated.
  
5. Assuming that this passage was sub titled "State of Nature" and is concluded here, which of the following should be discussed next? (Which of the following discussions would logically continue the passage?)
 

|                          |                           |
|--------------------------|---------------------------|
| (a) Natural Law          | (b) State of Nature       |
| (c) Property and Consent | (d) Political Obligations |
| (e) Ends of Government   |                           |

### ★ PASSAGE 13 (15 MINUTES)

It is often claimed that realism is a thesis about discourses or theories—that the sentences in some discourse or theory are to be construed literally as fact-stating ones. This is factualism. It is often added that what these sentences state is largely true, although this is not a requirement of factualism per se.

It is a mistake to identify realism with factualism, however. The anti-realist views to be discussed below are factualist about the discourses describing certain contentious domains. What they contest is that the entities in these domains exist mind-independently as they find the notion of mind-independent existence incoherent.

Amongst views that generally accept the notion of mind-independent existence, a selective realism about Fs vies with selective eliminativism and agnosticism as answers to the question "Does the world contain Fs?" The realist says "Yes", the eliminativist says "No", the agnostic says "We can't say". All three views agree that the existence of Fs in no way depends upon our ability to determine that they exist.

Some anti-realists agree that there are Fs but deny that anything could exist mind-independently. Unlike eliminativists and agnostics who accept it, they reject the notion of mind-independent existence. They are factualists about F discourse and anti-realist about Fs. However, such anti-realists differ from realists in their understanding of 'Fs exist' and, as a result, their interpretation of F discourse in general varies from that of the realist's.

Clearly, adopting a non-factualist or error-theoretic interpretation of discourse about Fs commits one to anti-realism about Fs. If we think Yeti reports are systematically mistaken or that such reports are not meant to be taken

literally in the first place, we will deny that the world contains any Yetis. This means factualism is a necessary condition for realism.

It is not a sufficient condition though. Verificationists who reject the idea that something might exist even though we might never be able to confirm that it did, can be factualists about F discourse. Still, they are anti-realist about Fs since they deny that Fs could exist mind-independently.

Realism about a given class of entities may entail that discourse about them is factual but it certainly does not entail that most of our assertions concerning them are true. To the contrary, all our claims about the relevant domain could be mistaken. Consider mediaeval discourse about the cosmos. The mediaevals surely did believe that the cosmos was as it was, independently of what anyone thought about it. They were realists about the cosmos. Yet most of their beliefs were false, not true. (423 words)

1. According to the passage the realist...
  - (a) believes that objects have an existence independent of their being perceived.
  - (b) believes that objects have an existence as concepts independent of their being perceived.
  - (c) believes that abstract words do not stand for objectively existing entities.
  - (d) believes that objects are no more than names assigned to them.
  - (e) relies extensively and only on facts.
  
2. According to the passage, the anti-realist believes that...
  - (a) there is no F; or there is no way to verify whether or not F.
  - (b) there is no F, unless determined whether or not F.
  - (c) there is F but there can be no F discourse.
  - (d) there is F and F can be verified.
  - (e) there is no F, hence F cannot be verified.
  
3. Why does the writer say that factualism is a necessary condition for realism?
  - (a) Because an object does not have to exist, but can be discussed.
  - (b) Because an object has to be a fact even though it is not verified.
  - (c) Because an object does not have to be a fact even if it is not verified.
  - (d) Because an object has to be a fact before it can be discussed.
  - (e) Because an object cannot exist independently of verification.
  
4. Why is factualism not sufficient condition for realism?
  - (a) Because as long as the object is not verified one is an anti realist.
  - (b) Because verification of an object is not sufficient to make one a realist.
  - (c) Because as long as the object is not verified a factualist remains an anti-realist.
  - (d) Because factualism and realism are diametrically opposite to each other.
  - (e) Because one might never be able to confirm that something exists.

#### ★ PASSAGE 14 (12 MINUTES)

The world has tried with little success to cut carbon emissions under the Kyoto Protocol. The enormous effort expended to bring the Protocol into force nonetheless indicates how much work will be required to produce the next treaty, due to be agreed in Copenhagen in December 2009. Campaigners will push for tough and far-reaching policies, but strong resistance will continue from countries concerned about their economic vitality.

The new negotiations will have one advantage over the earlier efforts, because governments now understand the need for a portfolio of adaptation, mitigation, and research efforts. New research that my colleagues and I undertook for the Copenhagen Consensus Center in Denmark explores the effectiveness of different responses to this global challenge, but it strongly supports the portfolio approach for several reasons.

First, we now know that adaptation will be essential, because temperatures will rise by another 0.6°C by 2100 even if greenhouse gas emissions are eliminated tomorrow. We also know that the impact of climate change will not be evenly distributed across the globe.

In some areas, modestly warmer temperatures could produce higher crop yields if associated changes in precipitation patterns are not adverse and/or irrigation remains viable. Even with 0.6°C warming, however, Africa and South Asia will experience almost immediate reductions in the viability of many crops and, eventually, increased vulnerability to infectious disease. These impacts will clearly hit the planet's worst-off inhabitants hardest: the "bottom billion" who already bear the heaviest burden of disease, poverty, conflict and malnutrition.

Ensuring that adaptive capacity is expanded and exploited where it is most needed is thus a key challenge. Long-term development may give countries more capacity to soften the impact of climate change on the environment and citizens' health, but in the meantime the planet's poorest people will need help from the rich.

Our analysis investigated, for example, the merits of more targeted policies for the near term: purchasing mosquito-resistant bed nets and oral re-hydration malaria therapy for children in the poorest nations affected by climate change. The goal was to deal aggressively and proactively with some of the marginal health impacts of global warming. Benefits would appear almost immediately, but would dissipate over time as economies developed. Even as development improves conditions, however, reducing carbon emissions would become increasingly important over the longer term as the impact of climate change become more severe.

Since the effects of climate change have been observed in many areas around the world, thinking about mitigation makes sense everywhere. But we found that mitigation alone did not meet a standard cost-benefit test. We allowed specified annual costs of climate policy to grow in proportion with global GDP through 2100 from an initial annual benchmark of \$18 billion. The discounted cost of the resulting stream of fixed annual costs totaled \$800 billion, but damages avoided by this approach amounted to a discounted value of only \$685 billion.

The Copenhagen Consensus study also examined a portfolio option of the sort heralded by the United Nations' Intergovernmental Panel on Climate Change. We allocated \$50 billion to research into greener technology, so that only \$750 billion could be absorbed by the economic cost of adaptation and mitigation. The gap between the cost of carbon-free and carbon-emitting technology fell, and the taxes designed to mitigate emissions became more effective. As a result, the research and development program essentially paid for itself, and total discounted benefits for the \$800 billion investment climbed to more than \$2.1 trillion.

Ensuring that research and development is part of the world's climate change response portfolio would make mitigation efforts more efficient and significantly enhance their ability to reduce carbon emissions over the next century.

But these favorable net benefits reflect very conservative assumptions regarding the timing of emissions reductions and when the developing world would "come onboard." Optimizing investment in the portfolio over time would, for example, increase the discounted benefits by more than a factor of three. Expected benefits would increase further if we included the chance that potentially higher climate sensitivities would exacerbate damages, even though doing so would require including similarly plausible lower climate sensitivities, which would push in the opposite direction.

Fighting climate change can be a sound investment, even though neither mitigation nor adaptation alone will be enough to "solve" the problem. To make a real difference, especially in the near term, the world must combine mitigation and adaptation with increased research and development into carbon-saving and sequestering technology, which in turn requires designing and exploiting market-based incentives. (745 words) (Passage reproduced with permission from Project Syndicate. [www.project-syndicate.org](http://www.project-syndicate.org))

1. According to the writer which of the following approaches is needed to combat climate change most effectively?
  - A. Ensuring that the adaptive capacity of affected populations is expanded.
  - B. Ensuring that research and development is a part of world's response to climate change.
  - C. Reducing the cost between carbon-free and carbon-emitting technology.
  - D. Increasing the cost of carbon emitting technologies.
    - (a) A and B
    - (b) A, B, and C
    - (c) B and C
    - (d) B, C, and D
    - (e) All of the above

**★ PASSAGE 15 (12 MINUTES)**

The period around the turn of the twenty-first century was punctuated by the release of a succession of weighty reports by major international organisations and august scientific institutions, which encouraged the development and commercialisation of genetically modified (GM) crops to improve developing-country agriculture. Although they were sprinkled with qualifications about careful safety assessment and socio-economic factors, these documents nevertheless appeared to represent an emerging scientific and policy consensus that GM crop technology would be 'pro-poor'. That optimistic consensus depended on a number of key, unacknowledged and often questionable assumptions about the ways in which the technology would be developed and its likely impact on poverty, hunger and the livelihoods of the poor. Some commentators seemed to assume that GM technology would simply reinvigorate the stalled Green Revolution, in spite of the striking institutional and geopolitical differences that would make the new 'Gene Revolution' a very different creature from its predecessor. There

was, however, a good deal of continuity between the two eras in terms of their shared technological culture and agrarian social structures. The vital role that economic and political contexts and institutional frameworks would inevitably play in shaping the outcomes of technological change was often overlooked: in other words, delivering the pro-poor promise of biotechnology would require appropriate governance. In summary, without troubling to analyse the complex, context-dependent ways in which new agricultural technologies might affect poor people, poverty was typically invoked merely as a moral platform on which a series of assertions about the value of GM technology could be made. The narrative depicting GM crops as a sustainable, environmentally friendly and developmental technology emerged in part from the biotechnology industry. These claims were among the factors that provoked popular opposition to GM crops in Europe during 1998 and 1999. Many consumers, environmentalists and international development campaigners suspected that the biotech companies' real intention was to take control of food and farming, and believed that GM crops would actually undermine the sustainable livelihoods of farmers in the developing world. In response to the backlash, industry players such as the transnational biotechnology company Monsanto redoubled their efforts to depict transgenic crops as a technology that would benefit the poor. These kinds of claims have remained prominent in debates about biotechnology and agricultural development in the decade since. Looking back at the events of 1998 and 1999, we can see that they represented a pivotal moment in the global politics of GM foods and crops. Of course, both the 'pro-poor biotechnology' narrative and the opposition to the technology have roots that stretch back much further than the late 1990s. Nevertheless, ten years on from the anti-biotech backlash, we have the opportunity to look back at the career of the 'pro-poor biotechnology' narrative during a decade in which evidence has begun to emerge that sheds light on the actual experiences of developing-country farmers who have cultivated GM crops. Those experiences have been mixed. The performance of GM crops in the developing world has been very variable and their impact contingent on a wide range of social, institutional, economic and agronomic factors. Some farmers have clearly benefited, but others have not. Yet others may have been bypassed altogether. Serious concerns remain about the medium and long-term sustainability of those benefits that have been realised. In spite of this emerging picture of complex and differentiated impacts, however, the simplistic narrative of GM crops as a uniformly 'pro-poor' technology has proved to be extraordinarily resilient. We need to explore that resilience through a close examination of a selection of the econometric studies that have purported to show that GM crops have produced a range of benefits for poor farmers in the developing world. Methodological and presentational flaws in those studies have produced a misleading picture of both the performance and the impacts of GM crops in smallholder farming contexts, and that this has seriously distorted public debate and impeded the development of sound, evidence-based policy. The hidden assumptions that have shaped both the pro-poor claims on behalf of GM crops and the methods that have been used to evaluate them need to be looked into. These assumptions have involved the radical simplification of the complex agronomic and livelihood contexts into which GM crops have been inserted. The assumptions have thus undermined the usefulness and relevance of the information which has been presented to both farmers and policy makers. (724 words)

1. What is this passage mainly about?

  - (a) Many people and organisations have sought to promote genetically modified crops as a 'pro-poor' technology. However, the last decade has shown that developing-country farmers' experiences with GM crops have been mixed.
  - (b) The performance and impacts of GM crops depend critically on a range of technical, socio-economic and institutional factors. By themselves, genetically modified seeds are not enough to guarantee a good harvest or to create a sustainable and productive farm livelihood.
  - (c) In spite of an emerging picture of complex and differentiated impacts of the past decade, the simplistic narrative of GM crops as a uniformly 'pro-poor' technology has proved to be extraordinarily resilient.
  - (d) It is time that the simplification of the 'GM foods are good for the poor' is re-examined to uncover the hidden assumptions; only then can we pay attention to other aspects of biotechnology's promises.
  - (e) The hype created around GM crops, and the alarmism of the anti-GM campaigners have unfortunately clouded the debate about this important and lives saving technological field.

2. According to the writer, why has the simplistic narrative of GM crops as pro-poor persisted in spite of its only partial success?
  - (a) Because of the logical connection that the narrative evokes between broad socio-political, technical and moral aspects.
  - (b) Because the narrative of GM crops as an intrinsically ‘pro-poor’ technology rested on a number of often implicit, highly questionable and contentious assumptions.
  - (c) Because the narrative of GM crops as an intrinsically ‘pro-poor’ technology rested on a number of assumptions which were not examined and tested.
  - (d) Because of the range of technical, agronomic, socio-economic, and infrastructural factors that have made the simplistic description possible.
  - (e) Because of the flaws in the studies related to their impact and performance which have in turn distorted the public debate and public policy.
  
3. According to the writer the narrative that GM crops are pro-poor arose from which of the following sources?
  - A. International Organizations
  - B. Scientific Institutions
  - C. The Biotechnology Industry
  - D. The International Development Campaigners and Environmentalists
  - (a) D only
  - (b) A and B
  - (c) A, B, and C
  - (d) C and D
  - (e) All of the above
  
4. What continuity does the writer observe between the Green Revolution and the Gene Revolution in agriculture?
  - (a) The social environment.
  - (b) The questionable assumptions.
  - (c) The moral platform.
  - (d) The lack of sustainability.
  - (e) C and D.
  
5. The writer questions which of the following about the conclusion that GM crops are pro-poor?
  - A. The assumptions that have shaped the pro-poor claims.
  - B. The methods used to evaluate the pro-poor claims.
  - C. The simplification of the complex agronomic and livelihood contexts into which GM crops have been inserted.
  - D. The sustainability of the benefits that have been realised.
  - (a) C and D
  - (b) A and B.
  - (c) A, B, and C
  - (d) B and D
  - (e) All of the above

#### ★ PASSAGE 16 (15 MINUTES)

The buzzword of preschool and primary school education in many countries over the past 20 years has been “accountability.” Advocates suggest—rightfully, I think—that scarce tax dollars should be spent only on programs that “work.” But one of the less noticed effects of the movement for greater accountability has been that children’s opportunities for free time and opportunities to interact with their peers, especially at recess, has been eliminated or diminished in many school systems in the United States, Canada, and Great Britain.

Politicians and school superintendents view “accountability” as a way to prove that they are “tough on education” and are striving to improve academic performance. Indeed, it seems like common sense that reducing recess time would have a positive effect on achievement—a position endorsed by educational leaders like Benjamin Canada, a former superintendent of schools in Atlanta, Georgia. But there is no empirical or theoretical evidence to support this claim.

On the contrary, whereas many educators recognize the centrality of teaching skills and maximizing efficient use of classroom time, they also advocate breaks between periods of intense work to allow children to relax and

interact with peers. They also hope that children will return to their classrooms after their breaks and work with renewed interest.

There can be common ground between these two positions, particularly with respect to primary schools. Indeed, far too many of the policies being recommended for primary schools have no scientific basis. I am not aware of any data supporting the idea that eliminating recess maximizes children’s attention to classroom tasks. In fact, experimental data supports the argument that what goes on during recess periods is “educational” in the traditional sense. Specifically, children are more attentive to classroom tasks after recess than before recess. Attention to classroom tasks, such as reading, is related to more general indicators of cognitive performance, such as reading achievement, so it is an important indicator of the effects of break time.

Anecdotal evidence from East Asia also suggests that children’s attention to classroom work is maximized when instructional periods are relatively short and followed by breaks. In most East Asian primary schools, for example, children are given a 10-minute break every 40 minutes or so. When children come back from these breaks, they seem more attentive and ready to work than before. American experimental evidence that my colleagues and I gathered also supports these claims.

To illustrate the role of recess on attention, consider the findings of a series of experiments conducted in a public elementary school, in which we manipulated recess timing, or the time children spent doing seatwork before recess. On randomly assigned days, the children went out to recess at 10 a.m. or at 10:30 a.m. Before and after the break, children’s attention to classroom tasks was coded. In three of the four experiments, we also controlled the tasks on which children worked before and after recess.

In all the experiments, the children were more attentive after the recess than before, and they were less attentive when the break came later. Furthermore, in many cases, gender moderated the effects of recess. First, in reading assignments, the children were more attentive to same-gender, relative to other-gender, books. Second, boys’ attention was especially sensitive to recess timing: boys were more likely than girls to be inattentive when recess came later.

In one of our experiments, the recess period was held indoors rather than outdoors. We chose this venue first, because the effects of indoor recess on children’s attention would provide insight into the role of a relatively sedentary break period on subsequent attention. If children’s attention were greater after the indoor break than before, the role of physical activity per se would be minimal. Second, as a policy matter, educators sometimes use indoor recess as an alternative to outdoor breaks. The results from this experiment replicated the findings from the outdoor recess results: the children were more attentive after recess than before.

In conclusion, these experiments support the idea that providing breaks over the course of instruction facilitates children’s attention to classroom tasks. The fact that these results were obtained using well-controlled field experiments and replication across a number of studies instills confidence in the findings. Educational policymakers should therefore use these findings to guide policy. If they do not, concerned citizens should demand that educators provide a justification for the policy that they do impose on schoolchildren.

School officials and politicians often extol Asian educational practices, but they should also consider Asian recess practices in the context of an extended school day and academic year. Extending the length of the school day and the academic year—a key priority of “accountability” advocates—might positively affect children’s achievement while simultaneously providing parents with badly needed additional childcare. But requiring that children spend more time in school will not boost cognitive performance and social competence unless we also increase the time children spend outside the classroom. (819 words) (Passage reproduced with permission from [www.project-syndicate.org](http://www.project-syndicate.org))

1. The writer most strongly opposes which of the following arguments of the advocates of “accountability” in preschool and primary school education?
  - (a) What children do during the recess cannot be considered education in the traditional sense.
  - (b) Reducing recess time would help create environments conducive to achieving academic excellence.
  - (c) Reducing recess time and reducing the length of vacation would positively affect children’s academic achievement.
  - (d) Extending the school day and academic calendar are sufficient to positively affect children’s cognitive and social skills.
  - (e) Providing breaks over the course of classroom instruction facilitates children’s attention to academic activities.

2. The writer's attitude towards Benjamin Canada's position on education is most probably which of the following?
  - (a) The writer considers Benjamin Canada's position not at variance with available empirical and theoretical evidence.
  - (b) The writer feels that the views have been mistakenly endorsed by politicians and school superintendents.
  - (c) The writer considers them ineffectual as the length of the academic sessions is not related to children's academic performance.
  - (d) The writer approves of Benjamin's Canada's position because the available evidence proves that reducing recess has a positive impact on education.
  - (e) The writer rejects the view because it is not beneficial for improving children's academic performance.
  
3. According to the writer, the "common ground between two positions" most probably refers to which of the following?
  - (a) While accepting the need for accountability, the best theory and empirical evidence must be used to guide practice with respect to primary education.
  - (b) While eliminating longer breaks from classroom activities, the best available theory and evidence must guide practice with respect to elementary education.
  - (c) While rejecting the need for accountability, the best available theory and empirical evidence must guide practice in primary schools.
  - (d) While rejecting the need for frequent breaks from classroom activities, extending the length of the school day and the academic year must be considered.
  - (e) While accepting the need to extend the school day and the academic year, the gender moderated effects of recess must be taken account of, with respect to primary education.
  
4. The writer's experiment with the recess period held indoors helps to establish which of the following?
  - (a) It is necessary that children be allowed to play or indulge in physical activities during breaks in order to optimize their attention levels in the class room activities later.
  - (b) Children should not be encouraged to indulge in physical activities during breaks to optimize their attention in class room activities later.
  - (c) It is not necessary that children who indulge in physical activities during outdoor break show increased attention levels during classroom activities later.
  - (d) Educators could use indoor recess with the same benefit as outdoor breaks to improve children's attention in classroom activities later.
  - (e) Educators could use outdoor recess with better benefits than indoor breaks to improve children's attention in classroom activities later.
  
5. The first paragraph of this essay is significant in which of the following ways?
  - (a) It presents the writer's thesis.
  - (b) It presents the thesis that the writer then contradicts.
  - (c) It presents a situation which the writer analyses as inconsistent.
  - (d) It presents the situation which the writer then substantiates.
  - (e) It presents a problem for which the writer proposes solutions.

### ★ PASSAGE 17 (15 MINUTES)

Karl Marx has returned, if not quite from the grave then from history's dustbin. German Finance Minister Peer Steinbrück recently said that Marx's answers "may not be irrelevant" to today's problems. French President Nicholas Sarkozy allowed himself to be photographed leafing through the pages of Marx's Das Kapital. A German filmmaker, Alexander Kluge, is promising to turn Das Kapital into a movie.

Few of today's new "Marxists" want to spell out the attractions of a man who wanted to unite German philosophy (building on Hegel) with British political economy (carrying on from David Ricardo), and thereby turn two rather conservative traditions into a theory of radical revolution.

Marx was certainly a perceptive analyst of the nineteenth century's version of globalization. In 1848, in The Communist Manifesto, he wrote: "In place of the old local and national seclusion and self-sufficiency, we have intercourse in every direction, universal inter-dependence of nations."

To be sure, there were plenty of other nineteenth-century commentators who analyzed the creation of global networks. But we do not see a new rush for the works of such figures as John Stuart Mill or Paul Leroy-Beaulieu.

The implication of Marx's renewed popularity is that capitalism is now universally accepted as being fundamentally broken, with the financial system at the heart of the problem. Marx's description of "the fetishism of commodities"—the translation of goods into tradable assets, disembodied from either the process of creation or their usefulness—seems entirely relevant to the complex process of securitization, in which values seem to be hidden by obscure transactions.

From the analysis of the deceptive nature of complexity, there followed the recommendation of the Communist Manifesto that seems most attractive to contemporary "Marxists." It came as point five in a ten-point program. Point five, which was preceded by "confiscation of the property of all emigrants and rebels," was "centralization of credit in the hands of the State, by means of a national bank with State property and an exclusive monopoly."

The major problem in the aftermath of today's financial crisis is that banks are no longer providing credit for many transactions needed in the basic operation of the economy. Even the recapitalization of banks through state assistance has not been enough to revive economic activity.

In the face of the difficulties of big automobile producers and smaller suppliers alike, many are demanding that, as part of the rescue package, the state should compel banks to lend. Everyone thinks of the horse that can be led to water, but cannot be made to drink. Even pro-market commentators have taken up the cry that the market will not provide the needed credit.

State-compelled lending has been adopted in the past, and not just in the central planning systems of communist economies. It was part of the standard armory of early modern European states as they dealt with their creditors. Immediately after World War II, it was at the heart of French economic policy.

More recently, in the early 1980's, the International Monetary Fund and the central banks in the big industrial countries teamed up to pressure banks into extending more credit to the big Latin American debtor countries. Many bankers grumbled about having to throw good money after bad, but they gave in under the threat of greater regulatory intervention.

The result of credit compulsion was rather paradoxical. The 1980's solution saved the banks (and the bankers) from the debt crisis, but in the long run increased burden of repayment, and in this way decreased living standards in Latin America. A better solution would have been debt reduction at an earlier stage of the crisis.

In today's circumstances, the financial system would have been better off if some version of US Treasury Secretary Henry Paulson's original plan to purchase toxic assets and take them off banks' balance sheets had been realized. But that proved too complex, because valuing each asset raised different and unique problems.

In running away from complexity, we have come to look for simple solutions. When opening a new building at the London School of Economics, the Queen of England asked why no one had predicted the crisis. In fact, the clearest anticipation was given by two British comedians (John Bird and John Fortune) in a television show over a year ago, at a time when high-powered financiers were still in denial.

In other words, the financial world has reached a kind of **carnival** season, in which fools are wise and clever people turn out to be idiots. That does not necessarily mean that the idiot's solution makes sense.

When economic activity starts up again after a deep recession, it will not be as a consequence of people having been compelled to channel financial resources into the projects selected as politically desirable, but as a result of new ideas. The chances are higher that a large number of decision makers will be able to identify these new projects, and much slimmer that a centralized version of financial planning will do so successfully.

The "Marxist" revival was probably an inevitable by product of the current crisis. But its acolytes should reflect on the uniformly disastrous results of centralized credit provision in the past. (863 words) (*Passage reproduced with permission from www.project-syndicate.org*)

1. Which of the following descriptions would most befit the writer of this passage?
  - (a) A Marxist who believes in dictatorship of the proletariat until the establishment of a classless society.
  - (b) A socialist who believes in political theories advocating collective or governmental ownership and administration of the means of production and distribution of goods.
  - (c) A capitalist who believes in an economic system characterized by private or corporate ownership of capital goods and the distribution of goods determined by a free market.
  - (d) An economist who advocates freedom of private business to organize and operate in a competitive system without interference by government.
  - (e) An economist who believes in the regulation of free market system to protect public interest and to keep the national economy in balance.
  
2. According to the passage, which of the following is the most likely reason for the revival of Marxian theory and not of John Stuart Mill or Paul Leroy Beaulieu?
  - (a) Marx's analysis of the nineteenth century version of globalization was more perceptive than John Stuart Mill's or Paul Leroy Beaulieu's.
  - (b) John Stuart Mill or Paul Leroy Beaulieu probably did not predict the failure of the free market economy as Marx did.
  - (c) John Stuart Mill or Paul Leroy Beaulieu probably did not foresee the problems that arise through the abstraction of commodities not based on their 'usefulness', as Marx did.
  - (d) John Stuart Mill and Paul Leroy Beaulieu probably were believers in regulated economies whereas Marx advocated the concentration of economic control in the government.
  - (e) The theories of John Stuart Mill and Paul Leroy Beaulieu are not seen to be solutions to the crisis (mentioned in the passage), but Marxian theory is seen to be the solution.
  
3. Which of the following provides the best example of the "fetishism of commodities" as explained in the passage?
  - (a) In a primitive society a man exchanges a piece of gold or precious metal (used to make an ornament) for a piece of iron (used to make a tool).
  - (b) In a primitive society a man exchanges a piece of metal for a piece of leather which can be exchanged if need be for other articles of use.
  - (c) In a primitive society a man owing 10 cows (for the milk and meat) is respected more than a person owing 15 goats (for the milk and meat).
  - (d) In a modern society a doctor renders his services to the poor free of cost and earns a lot of goodwill.
  - (e) In modern society a labourer works for money and uses that money to buy food.
  
4. Why does the writer say that a centralised financial planning is a less likely solution to the deep recession mentioned in the passage?
  - (a) A centralized financial planning is less likely to discover the new opportunities to invest which may revive economic activity.
  - (b) Private enterprises are better at identifying opportunities that are money spinners and are politically desirable.
  - (c) A centralised financial planning is less likely to invest in opportunities that are politically desirable and has popular support.
  - (d) Financial planning unregulated by government tends to be driven by greed and may finally work against the interests of the stakeholders themselves.
  - (e) Centralised financial planning tends to take burden of debts off the banks but may lower the standard of living of people.
  
5. "In other words, the financial world has reached a kind of *carnival season*, in which fools are wise and clever people turn out to be idiots." Choose the best contextual meaning of the highlighted word.
  - (a) A season or festival of merrymaking
  - (b) An instance of merrymaking, feasting, or masquerading

- (c) An instance of riotous excess
- (d) A travelling enterprise offering amusements
- (e) An organized program of entertainment or exhibition.

### ★ PASSAGE 18 (20 MINUTES)

"Nihilism" was the term Nietzsche used to describe the devaluation of the highest values posited by the ascetic ideal. He thought of the age in which he lived as one of passive nihilism, that is, as an age that was not yet aware that religious and philosophical absolutes had dissolved in the emergence of 19th-century Positivism. With the collapse of metaphysical and theological foundations and sanctions for traditional morality only a pervasive sense of purposelessness and meaninglessness would remain. And the triumph of meaninglessness is the triumph of nihilism: "God is dead." Nietzsche thought, however, that most men could not accept the eclipse of the ascetic ideal and the intrinsic meaninglessness of existence but would seek supplanting absolutes to invest life with meaning. He thought the emerging nationalism of his day represented one such ominous surrogate god, in which the nation-state would be invested with transcendent value and purpose. And just as absoluteness of doctrine had found expression in philosophy and religion, absoluteness would become attached to the nation-state with missionary fervour. The slaughter of rivals and the conquest of the earth would proceed under banners of universal brotherhood, democracy, and socialism. Nietzsche's prescience here was particularly poignant, and the use later made of him especially repellent. For example, two books were standard issue for the rucksacks of German soldiers during World War I, *Thus Spoke Zarathustra* and *The Gospel According to St. John*. It is difficult to say which author was more compromised by this gesture.

Nietzsche often thought of his writings as struggles with nihilism, and apart from his critiques of religion, philosophy, and morality he developed original theses that have commanded attention, especially perspectivism, will to power, eternal recurrence, and the superman.

Perspectivism is a concept which holds that knowledge is always perspectival, that there are no immaculate perceptions, and that knowledge from no point of view is as incoherent a notion as seeing from no particular vantage point. Perspectivism also denies the possibility of an all-inclusive perspective, which could contain all others and, hence, make reality available as it is in itself. The concept of such an all-inclusive perspective is as incoherent as the concept of seeing an object from every possible vantage point simultaneously.

Nietzsche often identified life itself with "will to power," that is, with an instinct for growth and durability. This concept provides yet another way of interpreting the ascetic ideal, since it is Nietzsche's contention "that all the supreme values of mankind lack this will—that values which are symptomatic of decline, nihilistic values, are lording it under the holiest names." Thus, traditional philosophy, religion, and morality have been so many masks a deficient will to power wears. The sustaining values of Western civilization have been sublimated products of decadence in that the ascetic ideal endorses existence as pain and suffering. Some commentators have attempted to extend Nietzsche's concept of the will to power from human life to the organic and inorganic realms, ascribing a metaphysics of will to power to him. Such interpretations, however, cannot be sustained by reference to his published works.

The doctrine of eternal recurrence, the basic conception of *Thus Spoke Zarathustra*, asks the question "How well disposed would a person have to become to himself and to life to crave nothing more fervently than the infinite repetition, without alteration, of each and every moment?" Presumably most men would, or should, find such a thought shattering because they should always find it possible to prefer the eternal repetition of their lives in an edited version rather than to crave nothing more fervently than the eternal recurrence of each of its horrors. The person who could accept recurrence without self-deception or evasion would be a superhuman being (*Übermensch*), a superman whose distance from the ordinary man is greater than the distance between man and ape, Nietzsche says. Commentators still disagree whether there are specific character traits that define the person who embraces eternal recurrence. (655 words)

1. According to Nietzsche the age of passive nihilism is characterized by which of the following?
  - (a) The collapse of the old religious and metaphysical values.
  - (b) An alienation from the traditional and existing value systems.

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- (c) Recognition that all external values are empty and have no true meaning.  
 (d) An effort to supplant the intrinsic meaninglessness of existence with absolute values.  
 (e) A decline in spiritual power and a pervasive sense of meaninglessness.
2. What comparison does Nietzsche draw between religion and nationalism?  
 (a) Both have the principle of universal brotherhood as their aim.  
 (b) Both arise from the search for absolutes in a world where there are no absolutes.  
 (c) Both lead to slaughter of rivals and efforts to conquer lands under the banner of universal brotherhood.  
 (d) Both have transcendent value and purpose.  
 (e) All of the above.
3. Which of the statements given below follows as a consequence of ‘perspectivism’?  
 (a) There are no truths.  
 (b) Truth cannot be known.  
 (c) Truth does not depend on one’s conception of it.  
 (d) There is no truth outside of one’s perspective.  
 (e) The best way to live one’s life is in the absence of an absolute truth.
4. It can be inferred from the passage that Nietzsche’s “will to power” ...  
 (a) Considers existence merely pain and suffering and nothing more.  
 (b) Endorses the ascetic ideal and the value system arising out of it.  
 (c) Expresses itself as philosophy, religion, and morality.  
 (d) Does not see suffering as evil, but as a necessary part of existence.  
 (e) Covers organic and inorganic realms.
5. According to the passage, which of the following best describes Nietzsche’s super human being?  
 (a) A person of extraordinary or superhuman power or achievements.  
 (b) A superior man that has learned to forgo fleeting pleasures and attain happiness.  
 (c) A superior man who is able to transcend eternal repetition of lives.  
 (d) The ideal man who has mastered the practice of overcoming himself.  
 (e) A human who has battled modern values and overcome the flaws of humanity.

## ★ PASSAGE 19 (20 MINUTES)

✓ NOTE: While attempting comprehension questions based on poetry, it is a good idea to try to comprehend the implied meanings of the poem through the options. Read the poem once, look at the questions and the given options, and using the ideas given in the options read the poem again. The implications that you may have missed while reading the poem may become clear by using the ideas mentioned in the options. You may then be able to decide what is correct and what is incorrect in the options.

**Do Not Go Gentle into That Good Night**

by Dylan Thomas

*Do not go gentle into that good night,  
 Old age should burn and rave at close of day;  
 Rage, rage against the dying of the light.*

*Though wise men at their end know dark is right,  
 Because their words had forked no lightning they  
 Do not go gentle into that good night.*

*Good men, the last wave by, crying how bright  
 Their frail deeds might have danced in a green bay,  
 Rage, rage against the dying of the light.*

*Wild men who caught and sang the sun in flight,  
 And learn, too late, they grieved it on its way,  
 Do not go gentle into that good night.*

*Grave men, near death, who see with blinding sight  
 Blind eyes could blaze like meteors and be gay,  
 Rage, rage against the dying of the light.*

*And you, my father, there on that sad height,  
 Curse, bless, me now with your fierce tears, I pray.  
 Do not go gentle into that good night.  
 Rage, rage against the dying of the light.*

- What is this poem about?  
 (a) Peaceful acceptance of the absurdity of death. (b) A celebration of death.  
 (c) An angry resistance to sunset. (d) The inevitability of death.  
 (e) An intense resistance to death.
- In using *day* and *night* or *light* and *dark* as metaphors for *life* and *death* in the poem, it is most likely that the poet is...  
 (a) Following tradition.  
 (b) Contrasting with the emotions of anger and joy in the poem.  
 (c) Alluding to the inevitability and the unpleasantness of death.  
 (d) Implying the never ending cycle of life and death.  
 (e) Referring to life and death are as natural as day and night.
- What could be most possible reason for the poet to refer to men who are “wise,” “good,” “wild,” and “grave” in his poem?  
 (a) To assert that death comes to all kinds of men.  
 (b) To emphasize that death does not distinguish between different types of men.  
 (c) To emphasize that the way one lived one’s life is inconsequential to death.  
 (d) To suggest that the poet would like his father to be all these.  
 (e) To communicate to his father that he should be all these at least while dying.
- Which of the following best paraphrases the line, “wild men who caught and sang the sun in flight”?  
 (a) Men who have lived life to the fullest.  
 (b) Men who lived life sensationally.  
 (c) Men who lived life uncontrollably.

- (d) Men who lived life turbulent.  
 (e) Men who live life in simple and uncivilized ways.
5. Which of the following literary devices are visible in the expression, "old age should burn and rave"?  
 (a) Metonymy and personification.  
 (b) Metonymy and hyperbole.  
 (c) Metaphor and personification.  
 (d) Oxymoron and personification.  
 (e) Personification and paradox.
6. Which of the following lines of the poem contains an oxymoron?  
 (a) Do not go gentle into that good night.  
 (b) Blind eyes could blaze like meteors and be gay.  
 (c) Curse, bless, me now with your fierce tears, I pray.  
 (d) Grave men, near death, who see with blinding sight  
 (e) Their frail deeds might have danced in a green bay.

## ★ PASSAGE 20 (20 MINUTES)

*Mr Bleaney*

By Philip Larkin

*'This was Mr Bleaney's room. He stayed  
 The whole time he was at the Bodies, till  
 They moved him.' Flowered curtains, thin and frayed,  
 Fall to within five inches of the sill,*

*Whose window shows a strip of building land,  
 Tussocky, littered. 'Mr Bleaney took  
 My bit of garden properly in hand.'  
 Bed, upright chair, sixty-watt bulb, no hook*

*Behind the door, no room for books or bags -  
 I'll take it. 'So it happens that I lie  
 Where Mr Bleaney lay, and stub my fags  
 On the same saucer-souvenir, and try*

*Stuffing my ears with cotton-wool, to drown  
 The jabbering set he egged her on to buy.  
 I know his habits—what time he came down,  
 His preference for sauce to gravy, why*

*He kept on plugging at the four aways -  
 Likewise their yearly frame: the Frinton folk  
 Who put him up for summer holidays,  
 And Christmas at his sister's house in Stoke.*

*But if he stood and watched the frigid wind  
 Toussing the clouds lay on the frosty bed  
 Telling himself that this was home, and grinned,  
 And shivered, without shaking off the dread  
  
 That how we live measures our own nature,  
 And at his age having no more to show  
 Than one hired box should make him pretty sure  
 He warranted no better, I don't know.*

1. Which of the following best explains the first three stanzas of the poem (in the context of the whole poem)?  
 (a) A description of the room in which Mr Bleaney had always lived until he was asked to vacate it because of a new customer.  
 (b) A description of the room in which Mr Bleaney lived and died and a vivid description of its ambience.  
 (c) A description of a landlady showing a prospective lodger a room that has been vacated by her previous tenant, Mr Bleaney.  
 (d) The description of the room that Mr Bleaney lived, as observed by the person who had bought it from Mr Bleaney before Bleaney's death.  
 (e) The description of a room that is haunted by a mysterious spirit called Mr Bleaney and the fear of the new occupant.
2. Which of these descriptions best represents the personality of Mr Bleaney as detailed in the poem?  
 (a) A man with rather untidy habits who lived in a rented room and did not pay much attention to the tidiness of the room or the surroundings, stuffed his ears with cotton wool to escape the noise of the radio, read very little, and mysteriously disappeared during the holidays.  
 (b) A poor man who worked at the Bodies, lived a simple life in a shabby and barely furnished rented room, and died leaving behind nothing at all.  
 (c) A poor man, who rented a simple room, lived a simple life, read very little, visited his family religiously during Christmas and died leaving behind nothing at all.  
 (d) A simple man with an utterly predictable routine who lived in a rented room probably read very little and helped the landlady by tending to her garden, and whose socialising was limited to summer holidays.  
 (e) A poor man, who lived an ordinary life, with ordinary and predictable habits, worked to merely earn his living, visited his family once a year, and left the town without the landlady's knowledge.
3. If the above poem (Mr Bleaney by Philip Larkin) has a message in it, then which of the following is most likely that message?  
 (a) We are asked to take a look at our own lives and consider how we might evaluate our sense of worth, and how we measure it.  
 (b) We are asked to evaluate whether it is worth living this life even though we may try to embellish with fancy lifestyle habits.  
 (c) We are asked to question whether wherever we live we can call that our home; the poem implies the transience of our life on earth.  
 (d) The poem talks about the cycle in which life moves. We have a temporary place in a rather pitiable world; we live here until someone else takes our place.  
 (e) The poem makes us aware of uncertainty inherent in the human situation; it makes us realise, however comfortable we have made ourselves in a situation, there is no permanence.

4. The tone of the poem can be best described as...
- Indifferent, uncaring, and apathetic.
  - Bleak, depressing, and pessimistic.
  - Ironic, sarcastic, and paradoxical.
  - Rational, realistic, and philosophical.
  - Distressing, scary, and chilling.
5. The “one hired box” in the poem (the penultimate line of the poem) most probably refers to which of the following?
- The room.
  - A coffin.
  - The radio that Mr Bleaney persuaded the landlady to buy.
  - A window in the room.
  - Bodies with pun on the word (human) body.

### ★ PASSAGE 21 (15 MINUTES)

When writers are grand enough, they can produce books by recycling their journalism, lectures, academic papers and other jottings. Sometimes that can seem dated and lazy. Sometimes it is a treat: the assorted pieces come together to create a great mosaic. Neither “Facts are Subversive” by Timothy Garton Ash, an Oxford-based writer and academic, nor “Gray’s Anatomy” by John Gray, a political philosopher, fall into the first trap (or at least very rarely). They are both good reads. But neither quite reaches the goal of the whole being more interesting than the parts.

Mr Garton Ash is incapable of writing a dull article. Unlike some famous-name writers, he is proud to be a reporter: whatever the subject, he digs diligently. He observes sharply and with a dry donnish wit that deserves greater play. A remarkable wordsmith, at his best he has an echo of one of his great heroes, George Orwell. The pieces range from his first stamping-grounds of Germany and central Europe to the bigger themes he took on later (such as Britain’s neurotic “don’t know, don’t trust, don’t care” relationship with Europe) and to more exotic places, including Brazil, Iran and Myanmar.

His aim is to chronicle the history of the “nameless decade”, the period that began with the terrorist attacks on America in September 2001 and ended with the election of Barack Obama last year. The subjects encompassed in that time include authoritarian governments, the challenge to liberalism raised by Islam and the corrosive combination of the Bush administration’s bungled foreign policy and Europe’s unthinking anti-Americanism.

But Mr Garton Ash’s silver nib wiggles past those constraints. The best essays in the book are timeless. One is a nuanced and convincing piece, both sympathetic and devastating, about Günter Grass, the German novelist, who revealed in his memoirs that he had briefly been in the Waffen SS. Did that taint Mr Grass’s books, or his role in public life, or both or neither? Was it the wartime service that was shameful, or its concealment over decades? Mr Garton Ash brings the reader sure-footedly through the thicket of Germany’s post-war history and through the marshy ground of moral relativism. He points to the real scandal: that Mr Grass was himself so casually splenetic over so many years about other people’s shortcomings, while concealing his own.

Another excellent piece touches on a comparable issue: the list of suspected communist sympathisers that Orwell supplied to the British authorities in 1949. Again, Mr Garton Ash is scrupulously fair, highlighting Orwell’s sincere (and justifiable) fear of communist infiltration, as well as his fumbling feelings for Celia Kirwan, the British official involved.

Some of the reworked articles are commendable journalism, but do not quite stand the test of time. Mr Garton Ash’s observations from his trip to Iran in 2005 seem a bit whiskery now. It is nostalgic to read about the fall of crony capitalism in Ukraine five years ago. But the reader is left hankering to know what Mr Garton Ash thinks about the mess that has succeeded it. A fiercer editor might have left out such pieces, and pruned the author’s occasional lapses into self-indulgence (using “proleptic” once is fine, twice is tiresome). That may not matter in individual newspaper columns. It jars when collected in a book.

Mr Gray’s book is darker, grittier and more ambitious. Mr Garton Ash is happy to lambast the West’s specific shortcomings but Mr Gray sets out to unpick the shallow philosophical foundations of the whole edifice, in

particular the modern myths about progress and perfectibility. He demolishes the theory that we have reached the “end of history”, the dogmas of secular liberalism, the weaknesses of financial casino capitalism, and the limits of energy-intensive economic growth. Such targets deserve his scrutiny and Mr Gray’s criticisms are cogent. But he tends to overdo it. Again and again (and again) he attacks the people he calls “neoliberals” without pinning down whom (apart from Tony Blair) he is attacking. The reader is left feeling a straw man has been dissected.

The finest pieces in Mr Gray’s book are satire. One is a Swiftian essay in favour of torture (which some serious-minded lefties took at face value). Even better is a devastating parody of the Marxist approach to linguistics, involving a (fictional) visit by Ludwig Wittgenstein to the Soviet Union, and his relationship with an (invented) Hungarian academic, L. Revai, who idealises the grunts of slave labourers as a proletarian Ursprache.

In Mr Gray’s most substantial essay, “An agenda for Green conservatism”, he attempts to rescue conservatism from the ideological excesses of the 1980s. This is a thought-provoking enterprise, deserving a book on its own. But if it became a book, the author’s views on such things as the failings of professional monopolies in education and health would benefit from more statistics and fewer assertions—calling, perhaps, for investment in a researcher. As Mr Garton Ash rightly points out, it is facts, ultimately, that are subversive. (826 words)

- According to the passage, which of the following is the second “trap” for a writer?
  - A recycling of a writer’s past experiences.
  - A failure to impart universal appeal to the writer’s past experiences.
  - A book that may appeal to its readers only in parts.
  - A book that is a ‘mosaic’ created out of assorted pieces.
- Mr Garton Ash’s book most probably consists of which of the following?
  - Political writings about the events of the past few years.
  - Historical writings about Europe and Asia.
  - Historical account of George Orwell’s and Gunter Grass’s writings.
  - Political writings about the West’s specific shortcomings.
- Which of the following descriptions most approximates to the style of Garton Ash’s book?
  - Academic, analytical, and at times literary.
  - Academic analytical and at times humorous.
  - Observant, investigative, and at times literary.
  - Literary, philosophical, and at times sharply witty.
- Which of the following is cited by the writer as a shortcoming of *Gray’s Anatomy*?
  - It is too abstract in its criticisms.
  - It attacks “neoliberals” to the point of making it an obsession.
  - It destroys the philosophical foundations of the Western way of life.
  - It is subversive of the system.
- Which of the following best describes the reviewer’s attitude towards the two books?
  - Unqualified appreciation.
  - Qualified appreciation.
  - Appreciative of John Gray’s Anatomy, but denigrative of Garton Ash’s essays.
  - Unqualified appreciation for most of the essays in both the books, at the same time denigrative of several essays in both.

### ★ PASSAGE 22 (13 MINUTES)

The Indus civilization apparently evolved from the villages of neighbours or predecessors, using the Mesopotamian model of irrigated agriculture with sufficient skill to reap the advantages of the spacious and fertile Indus River valley while controlling the formidable annual flood that simultaneously fertilizes and destroys.

Having once obtained a secure foothold on the plain and mastered its more immediate problems, the new civilization, doubtless with a well-nourished and increasing population, would find expansion along the flanks of the great waterways an inevitable sequel. The civilization subsisted primarily by farming supplemented by an appreciable but often elusive commerce. Wheat and six-rowed barley were grown; field peas, mustard, sesame, and a few date stones have also been found, as well as some of the earliest traces of cotton known. Domesticated animals included dogs and cats, humped cattle, shorthorns, domestic fowl, and possibly pigs, camels, and buffalo. The elephant probably also was domesticated, and its ivory tusks were freely used. Minerals, unavailable from the alluvial plain, were brought in sometimes from far afield. Gold was imported from southern India or Afghanistan, silver and copper from Afghanistan or northwestern India (Rajasthan), lapis lazuli from Afghanistan, turquoise from Iran (Persia), and a jadelike fuchsite from southern India.

Perhaps the best-known artifacts of the Indus civilization are a number of small seals, generally made of steatite, which are distinctive in kind and unique in quality, depicting a wide variety of animals, both real—such as elephants, tigers, rhinoceros, and antelopes—and fantastic, often composite, creatures. Sometimes human forms are included. A few examples of Indus stone sculpture have also been found, usually small and representing humans or gods. There are great numbers of small terra-cotta figures of animals and humans.

How and when the civilization came to an end remains uncertain. In fact, no uniform ending need be postulated for a culture so widely distributed. But the end of Mohenjo-daro is known and was dramatic and sudden. It was attacked toward the middle of the 2nd millennium BC by raiders who swept over the city and then passed on, leaving the dead lying where they fell. Who the attackers were matter for conjecture. The episode would appear to be consistent in time and place with the earlier Aryan onslaught upon the Indus region as reflected in the older books of the Rigveda, in which the newcomers are represented as attacking the “walled cities” or “citadels” of the aboriginal peoples and the Aryan war-god Indra as rending “forts as age consumes a garment.” However, one thing is clear: the city was already in an advanced stage of economic and social decline before it received the coup de grace. Deep floods had more than once submerged large tracts of it. Houses had become increasingly shoddy in construction and showed signs of overcrowding. The final blow seems to have been sudden, but the city was already dying. As the evidence stands, the civilization was succeeded in the Indus valley by poverty-stricken cultures, deriving a little from a sub-Indus heritage but also drawing elements from the direction of Iran and the Caucasus—from the general direction, in fact, of the Aryan invasions. For many centuries urban civilization was dead in the northwest of the Indian subcontinent.

In the south, however, in Kathiawar and beyond, the situation appears to have been very different. Here it would seem that there was a real cultural continuity between the late Indus phase and the Copper Age cultures that characterized central and western India between 1700 and the 1st millennium BC. These cultures form a material bridge between the end of the Indus civilization proper and the developed Iron Age civilization that arose in India about 1000 BC. (614 words)

1. It can be inferred from the passage that...
    - (a) The Indus civilization seems to be the earliest known civilization in the world.
    - (b) A lack of knowledge of minerals and weaponry most probably led to the destruction of the Indus civilization.
    - (c) Indus civilization housed some of the world's most ancient states with highly developed commercial complexity.
    - (d) The southern region of the (Indus) civilization and beyond appears to be of a later origin than the major Indus sites.
  
  2. According to the passage, which of the following most probably caused the social and economic decline of the Mohenjo-daro?
    - A. Frequent and exceptional floods.
    - B. The Aryan invasion.
    - C. Overpopulation.
    - D. Unavailability or lack of knowledge of metals to make weapons.
- (a) A and C      (b) A, B, and C      (c) B and D      (d) A only.

3. It can be inferred from the passage that the Indus valley civilization flourished most probably:
    - (a) In the first millennium BC.
    - (b) In the second millennium BC.
    - (c) Between the second and the third millennium BC.
    - (d) Between the first and the second millennium BC.
  
  4. Why does the historian hesitate to ascribe a particular date to the decline and end of the Indus civilization?
    - (a) Most likely because the civilization was already in decline when the invaders arrived, and the civilization might not have ended at all—the old might have continued with the new.
    - (b) Most likely because the artefacts gathered as evidence from the sites are all of mostly artistic nature, hence there is almost no evidence based on which the date can be accurately ascribed.
    - (c) Most likely because of the extent of the civilization and such large civilizations come to an end gradually, hence ascribing an exact date becomes difficult.
    - (d) Most likely because of the deep and annual floods that the region was prone to whatever evidence that can be gathered cannot be relied on for estimating either the date of its origin or its decline and end.
  
  5. The following statements are about the Mesopotamian civilization. Find the statement most applicable to Indus civilization.
    - A. Mesopotamia had its own river system and it was also closely related to the low-lying plain of the Karun River in Persia.
    - B. Since the supply of water was not regular, agriculture began in Mesopotamia began only after artificial irrigation was invented.
    - C. Since the ground was extremely fertile and produced in abundance, Mesopotamia became a land of plenty that could support a considerable population.
    - D. Since Mesopotamia produced agricultural and animal products in excess, these could easily be exported.
- (a) A only      (b) B and C      (c) C and D      (d) C only

### ★ PASSAGE 23 (18 MINUTES)

David Hume first divides all mental perceptions between ideas (thoughts) and impressions (sensations and feelings), and then makes two central claims about the relation between ideas and impressions. First, adopting what is commonly called Hume's copy thesis, he argues that all ideas are ultimately copied from impressions. That is, for any idea we select, we can trace the component parts of that idea to some external sensation or internal feeling. This claim places Hume squarely in the empiricist tradition, and he uses this principle as a test for determining the content of an idea under consideration. Second, adopting what we may call Hume's liveliness thesis, he argues that ideas and impressions differ only in terms of liveliness. His early critics pointed out an important implication of the liveliness thesis, which Hume himself presumably hides. Most modern philosophers held that ideas reside in our spiritual minds, whereas impressions originate in our physical bodies. So, when Hume blurs the distinction between ideas and impressions, he is ultimately denying the spiritual nature of ideas and instead grounding them in our physical nature.

Hume next notes that there are several mental faculties that are responsible for producing our various ideas. He initially divides ideas between those produced by the memory, and those produced by the imagination. The memory is a faculty that conjures up ideas based on experiences as they happened. The imagination, by contrast, is a faculty that breaks apart and combines ideas, thus forming new ones. As our imagination chops up and forms new ideas, it is directed by three principles of association, namely, resemblance, contiguity, and cause and effect. For example, by virtue of resemblance, the sketch of a person leads me to an idea of that actual person. The ideas of the imagination are further divided between two categories. Some imaginative ideas represent flights of the fancy; other imaginative ideas, though, represent solid reasoning. The fanciful ideas are derived from the faculty of the fancy, and are the source of fantasies, superstitions, and bad philosophy. By contrast, the good ideas are derived from the faculty of the understanding—or reason—and roughly involve either mathematical demonstration or factual predictions. (359 words)

1. What is this passage about?
  - (a) Hume's definition of the distinction between ideas and impressions.
  - (b) Hume's definitions of the principles of human knowledge.
  - (c) Hume's concept of the human mind.
  - (d) Hume's concept of the nature of reasoning in matters of fact and experience.
  
2. Which of the following supports Hume's argument that "ideas and impressions differ only in terms of liveliness"?
  - (a) One's impression about one's friend is different from one's idea of friendship.
  - (b) One's impression of a tree is more vivid than one's idea of that tree.
  - (c) One's impression of a movie is different from another person's impression of the same movie.
  - (d) One painting is more colourful and vivid than another painting of the same object.
  
3. It can be inferred from the passage that according to Hume...
  - (a) All our mental operations are physical in nature.
  - (b) All our mental operations are spiritual in nature.
  - (c) All our mental operations can be divided between physical and spiritual responses.
  - (d) All our mental operations are physical in nature while, our rational ideas are spiritual in nature.
  
4. Which of the following most accurately illustrates the functions of memory?
  - (a) The memory I have of my drive to the store is a comparatively accurate copy of what I have imagined it to be.
  - (b) The memory I have of my adolescence is comparatively more accurate than the memory that I have of my childhood.
  - (c) The memory I have of my drive to the store is a comparatively accurate copy of my previous sense impressions of that experience.
  - (d) The sense impressions that I have of my first drive to the store is almost completely different from the memory that I have of the consequent experience.
  
5. Which of the following examples best provides support to Hume's concept of imagination?
  - (a) The painting of Mona Lisa.
  - (b) The Eiffel Tower made of steel.
  - (c) Pretty designs on a young girl's apparel.
  - (d) A golden river.
  
6. According to the passage, how are philosophy and superstitions alike?
  - (a) Philosophy is based on reason and superstitions are based on fancy.
  - (b) They are the result of man's imagination.
  - (c) They are based on men's memory and imagination.
  - (d) They are based on our faculty of understanding.

### ★ PASSAGE 24 (15 MINUTES)

Disjunctivism, as a theory of visual experience, claims that the mental states involved in a "good case" experience of veridical perception and a "bad case" experience of hallucination differ, even in those cases in which the two experiences are indistinguishable for their subject. Consider the veridical perception of a bar stool and an indistinguishable hallucination; both of these experiences might be classed together as experiences (as) of a bar stool or experiences of seeming to see a bar stool. This might lead us to think that the experiences we undergo in the two cases must be of the same kind, the difference being that the former, but not the latter, is connected to the world in the right kind of way. Such a conjecture has been called a "highest common factor" or "common kind" assumption. At heart, disjunctivism consists in the rejection of this assumption. According the

disjunctivist, veridical experiences and hallucinations do not share a common component. There are a host of interesting questions surrounding disjunctivism including: What is involved in the claims that good case and bad case experiences differ? Why might one want to be a disjunctivist? What kinds of claims can the disjunctivist make about hallucination and illusion?

If disjunctivism consists in the rejection of the claim that veridical perceptions and hallucinations share a common factor, why "disjunctivism"? The thesis acquires its name from the particular way in which it reinterprets statements that, at face value, might appear to commit us to the existence of experiences, understood as good case/bad case common factors. Consider the sentence, 'I seem to see a flash of light'. Such a sentence could be true regardless of whether we are perceiving or hallucinating. As such, the truthmaker of such a sentence might seem to be something common to the two cases, and a commitment to the truth of such sentences in turn to commit us to a common factor. However, J.M. Hinton contends that 'I seem to see a flash of light' is simply "a more compact way of saying" something like this: "Either I see a flash of light, or I have an illusion of a flash of light."

It is this reinterpretation of seems-sentences as disjunctive in form that gives disjunctivism its name. Moreover, not only do disjunctivists insist that a seems-statement is shorthand for a disjunctive statement, they insist that such statements have a disjunctive truthmaker. The statement, Either I see an F or it merely seems to me as if that were so, can be made true in two different ways: either by its being true that I actually do see an F, or by its being true that I don't see an F but that it is for me as if I did. To see how this is supposed to work, consider the following example from Don Locke:

"This is a woman, or a man dressed as a woman" does not assert the presence of a woman/transvestite-neutral entity ... its truth depends simply on the presence of either a woman or a transvestite, as the case may be.

In this way, Hinton shows how we can be committed to the existence of true seems-statements without being committed to a common factor that makes them true.

In reinterpreting seems-statements in this way, Hinton opens the door for philosophers to claim that veridical perception and hallucination might be psychologically different kinds of experience, which nonetheless both make it the case that it seems to the subject to be a certain way. The core disjunctive claim is therefore that "we should understand statements about how things appear to a perceiver to be equivalent to a disjunction that either one is perceiving such and such or one is suffering a ... hallucination; and that such statements are not to be viewed as introducing a report of a distinctive mental event or state common to these various disjoint situations. (649 words)

1. The disjunctivists challenge the belief that...
  - (a) external objects at least partly constitute one's conscious experience.
  - (b) the experience of a phenomenon and hallucinations are mental states of different kinds.
  - (c) the experience of a phenomenon and hallucinations are mental states of the same kind.
  - (d) the experience of a phenomenon and hallucinations are indistinguishable for the same subject.
  
2. It can be inferred from the passage that there is 'disjunction' is between...
  - (a) appearance and the reality behind the appearance.
  - (b) object and the different ways in which it can be perceived.
  - (c) the observer and the observed.
  - (d) the mind and the object.
  
3. Which of the following examples most accurately illustrates the views expressed in the passage?
  - (a) Suppose that while you are looking at a lemon, God suddenly removes it, while keeping your brain activity constant. Disjunctivists argue that the lemon was anyhow not real.
  - (b) Suppose that while you are looking at a lemon, God suddenly removes it, while keeping your brain activity constant. You notice the change; but disjunctivists argue that the preremoval and postremoval experiences are not related to the lemon.
  - (c) Suppose that while you are looking at a lemon, God suddenly removes it, while keeping your brain activity constant. Although you notice no change, disjunctivists argue that the preremoval and postremoval experiences are radically different.

- (d) Suppose that while you are looking at a lemon, God suddenly removes it, while keeping your brain activity constant. Although you notice a change, disjunctivists argue that the preremoval and postremoval experiences are exactly the same.

4. According to the passage, why are statements like "I seem to see a flash of light" problematic in disjunctivism?

  - Because such a statement seems to differentiate clearly between a 'good case' and 'bad case' visual experience of a phenomenon.
  - Because such a statement seems to bring together the 'good' and 'bad' cases of visual experiences.
  - Because such a statement can at the same time accommodate veridical perception and hallucination.
  - b and c.

5. The quotation from Don Locke serves which of the following purposes in the passage?

  - It serves to elucidate the disjunctivists' position that veridical perceptions and hallucinations are radically different visual experiences.
  - It serves to resolve a particular problem faced by disjunctivists in dealing with hallucinations and illusions.
  - It serves to eliminate the common factor that exists between experience and hallucination because of the validity of seems-statements.
  - It helps the writer to elucidate the common factor between experience and hallucination because of the validity of seems-statements.

## ★ PASSAGE 25 (18 MINUTES)

The idea that life starts simple and gets more complex over time persists even in scientific circles. Yet one of the biggest events in evolutionary history—the origin of the cells that make up every tissue in our bodies—may be a case of life getting less complicated, according to recent research.

These types of cells are called eukaryotes, and they're found in organisms from fungi to humans. They look like the souped-up versions of simpler cells such as bacteria and their distant cousins called archaea. Many researchers think eukaryotes are the descendants of either bacteria or archaea, or some combination of the two. But genetic and protein evidence do not support this view. Instead, the data suggest that eukaryote cells—with all their bells and whistles—are probably as ancient as bacteria and archaea, and may have even appeared first, with bacteria and archaea appearing later as stripped-down versions of eukaryotes, according to David Penny, a molecular biologist at Massey University in New Zealand. “We do think there is a tendency to look at evolution as progressive,” he said. “We prefer to think of evolution as backwards, sideways, and occasionally forward.”

The landscape inside a bacteria cell is pretty sparse, consisting mostly of free-floating genetic material. By contrast, the inside of a eukaryote cell is a bustling metropolis, crowded with a variety of protein factories, control rooms, transportation routes and a central bundle called the nucleus that contains the cell's genetic information. Eukaryote cells also have a unique set of genes and proteins. If the first eukaryotes were a fusion of ancient bacteria and archaea, as some scientists suspect, there should be clues in the eukaryote genome and proteome that point back toward these putative ancestors. Penny and colleagues say those clues simply aren't there. Instead, they say the fusion theory is "surprisingly uninformative" when it comes to explaining the special genetic and cellular features of eukaryotes. Some researchers think the fusion of simple bacterial cells may have created the compartments and tiny organ like structures that fill the insides of eukaryote cells. But Penny and colleagues say another phenomenon called "molecular crowding" could also explain the unique architecture of eukaryotes. When cells become crammed with proteins in a concentration so thick "it's almost like jelly," Penny says, it becomes hard for the proteins to move and work together. To avoid this problem, "working groups" of proteins sort themselves into separate compartments.

If eukaryotes didn't originate with bacteria and archaea, is it possible that the simple cell organisms are just stripped-down versions of eukaryotes? Although the idea seems contrary to our cherished notion that evolution makes organisms more complex, Penny and colleagues say it's possible. Bacteria and archaea may be the

"priced to move" models of eukaryotes, cells that opted out of the costly cellular gadgetry and large genomes of eukaryotes. Without these expensive extras, early bacteria could have turned their energies toward growing and reproducing faster using fewer resources—making it easier to advance into new ecological niches, Penny and colleagues say. Bacterial ancestors may have been forced into simpler lives by the appearance of the first cell to feed on other cells, an ancestral predatory eukaryote that Penny and colleagues have dubbed "Fred the Raptor." Fred's debut "would have had a major ecological impact on the evolution of gentler descendants of the Common Ancestor," the Science researchers suggest. If early bacteria did take the road toward greater simplicity, they would be in good company. Scientists have identified several cases of genome reduction in organisms as diverse as the malaria parasite and bakers' yeast, Penny says. (597 words)

6. The passage supports these inferences EXCEPT?

  - (a) Darwinian view of evolution is a reversible process.
  - (b) Genome evolution is a two way street.
  - (c) Bacterial ancestors relied on other life as their source of food
  - (d) Life starts with complex organisms and then gets simpler.

## **★ PASSAGE 26 (20 MINUTES)**

A star's life cycle is inversely determined by its mass. A star's mass is determined by the amount of matter that is available in its nebula, the giant cloud of gas and dust from which it was born. Over time, the hydrogen gas in the nebula is pulled together by gravity and it begins to spin. As the gas spins faster, it heats up and becomes as a protostar. Eventually the temperature reaches 15,000,000 degrees and nuclear fusion occurs in the cloud's core. The cloud begins to glow brightly, contracts a little, and becomes stable. It is now a main sequence star and will remain in this stage, shining for millions to billions of years to come. This is the stage our Sun is at right now.

As the main sequence star glows, hydrogen in its core is converted into helium by nuclear fusion. When the hydrogen supply in the core begins to run out, and the star is no longer generating heat by nuclear fusion, the core becomes unstable and contracts. The outer shell of the star, which is still mostly hydrogen, starts to expand. As it expands, it cools and glows red. The star has now reached the red giant phase. It is red because it is cooler than it was in the main sequence star stage and it is a giant because the outer shell has expanded outward. In the core of the red giant, helium fuses into carbon. All stars evolve the same way up to the red giant phase.

For low-mass stars, after the helium has fused into carbon, the core collapses again. As the core collapses, the outer layers of the star are expelled. A planetary nebula is formed by the outer layers. The core remains as a white dwarf and eventually cools to become a black dwarf. Like low-mass stars, high-mass stars are born in nebulae and evolve and live in the Main Sequence. However, their life cycles start to differ after the red giant phase. A massive star will undergo a supernova explosion. If the remnant of the explosion is 1.4 to about 3 times as massive as our Sun, it will become a neutron star. The core of a massive star that has more than roughly 3 times the mass of our Sun after the explosion will do something quite different. The force of gravity overcomes the nuclear forces which keep protons and neutrons from combining. The core is thus swallowed by its own gravity. It has now become a black hole which readily attracts any matter and energy that comes near it. What happens between the red giant phase and the supernova explosion is described below.

Once stars that are 5 times or more massive than our Sun reach the red giant phase, their core temperature increases as carbon atoms are formed from the fusion of helium atoms. Gravity continues to pull carbon atom together as the temperature increases and additional fusion processes proceed, forming oxygen, nitrogen, and eventually iron.

When the core contains essentially just iron, fusion in the core ceases. This is because iron is the most compact and stable of all the elements. It takes more energy to break up the iron nucleus than that of any other element. Creating heavier elements through fusing of iron thus requires an input of energy rather than the release of energy. Since energy is no longer being radiated from the core, in less than a second, the star begins the final phase of gravitational collapse. The core temperature rises to over 100 billion degrees as the iron atoms are crushed together. The repulsive force between the nuclei overcomes the force of gravity, and the core recoils out from the heart of the star in a shock wave, which we see as a supernova explosion.

As the shock encounters material in the star's outer layers, the material is heated, fusing to form new elements and radioactive isotopes. While many of the more common elements are made through nuclear fusion in the cores of stars, it takes the unstable conditions of the supernova explosion to form many of the heavier elements. The shock wave propels this material out into space. The material that is exploded away from the star is now known as a supernova remnant.

The hot material, the radioactive isotopes, as well as the leftover core of the exploded star, produce X-rays and gamma-rays. (734 words)

# Answers and Explanations: Level of Difficulty 4

## ANSWER KEYS

### Passage 1

1. (c)    2. (e)    3. (c)

### Passage 2

1. (d)    2. (b)    3. (a)    4. (c)

### Passage 3

1. (e)    2. (d)    3. (b)    4. (d)

### Passage 4

1. (a)    2. (e)    3. (c)    4. (c)    5. (d)

### Passage 5

1. (a)    2. (e)    3. (e)    4. (a)    5. (b)    6. (e)

### Passage 6

1. (a)    2. (a)    3. (e)    4. (e)    5. (e)    6. (c)

### Passage 7

1. (a)    2. (a)    3. (d)    4. (c)

### Passage 8

1. (b)    2. (c)    3. (e)    4. (b)

### Passage 9

1. (d)    2. (c)    3. (d)    4. (c)

### Passage 10

1. (d)    2. (b)    3. (b)    4. (a)

### Passage 11

1. (a)    2. (a)    3. (e)    4. (b)    5. (b)

### Passage 12

1. (e)    2. (d)    3. (e)    4. (c)    5. (d)

### Passage 13

1. (a)    2. (a)    3. (d)    4. (c)

### Passage 14

1. (e)    2. (b)    3. (c)    4. (e)    5. (e)

### Passage 15

1. (c)    2. (e)    3. (c)    4. (a)    5. (e)

### Passage 16

1. (d)    2. (e)    3. (a)    4. (d)    5. (c)

### Passage 17

1. (e)    2. (c)    3. (e)    4. (a)    5. (c)

### Passage 18

1. (c)    2. (b)    3. (b)    4. (d)    5. (c)

### Passage 19

1. (c)    2. (a)    3. (d)    4. (a)    5. (a)    6. (d)

### Passage 20

1. (c)    2. (d)    3. (a)    4. (b)    5. (a)

### Passage 21

1. (b)    2. (a)    3. (c)    4. (a)    5. (b)

### Passage 22

1. (d)    2. (d)    3. (c)    4. (c)    5. (d)

### Passage 23

1. (b)    2. (b)    3. (a)    4. (c)    5. (d)    6. (b)

### Passage 24

1. (c)    2. (a)    3. (c)    4. (d)    5. (c)

### Passage 25

1. (a)    2. (c)    3. (d)    4. (b)    5. (b)    6. (d)

### Passage 26

1. (d)    2. (c)    3. (c)    4. (b)    5. (c)    6. (d) 7. (a)

## EXPLANATIONS

### Passage 1

1. Option (c). The passage first discusses the changes—economically and politically—in the US only to state that the focus of US foreign policy is no longer going to be Europe (transatlantic) but towards the pacific. However, the US has adapted to the changes well (election of Barack Obama etc). The last three paragraphs explain why the writer is tracing the changed world order—only to state that Europe is becoming increasingly insignificant in the changed world order; and he suggests that once the current financial crisis is over the focus will have shifted entirely from the West and Europe to Asia and Latin America.

2. Option (e). If your answer was wrong, it might be because you did not pay attention to the question—what exactly is being asked. The question asks you to identify (according to the writer) the factor that would strengthen America's internal (political cultural) realignment and not the nature or causes of this realignment. The passage states: "Third, the internal realignment of America's political-cultural perspective will be reinforced by the ongoing global shift of wealth

and power from the West to the East." Options (a) to (d) are all different aspects of this realignment, what reinforces them is the global shift of power and wealth.

3. Option (c). The passage states that the world has changed and after the current crisis it is going to be a complete different place politically and economically. America's shift towards the Pacific region is irreversible, hence I is not true. The writer states that America has changed according to the changing reality. Hence III is not correct. II and IV are something that the writer will agree with.

### Passage 2

1. Option (d). The paragraph where the mention of the Sharpeville occurs begins with how the world public opinion turned against apartheid with the massacre. The next paragraph asks the question "how are we to assess a man like that?" implying that in this case the public outrage is not as strong as it was against the white police, though the president's crime is much greater than that of the white police.

2. Option (b). We need to find an option that makes the president directly responsible. The writer states this at the beginning of the paragraph where the president cannot escape the responsibility for these deaths, because he must have known the consequences of his wrong policy. This makes option (b) correct and makes the president directly responsible. Option (a) though it states the same thing is inadequate. Though he ignored it does not state that he had known the consequences or did not do anything to avoid the consequences.
3. Option (a). Though the South African deaths are the focus of the passage, the reason for those deaths is the president's unwillingness to take into account the scientific knowledge available to mankind while government policies are being framed. This cost of being unscientific is highlighted and discussed in the second half of the passage. Hence the purpose of the passage is not merely to highlight the deaths but to point out that "The lessons of this story are applicable wherever science is ignored in the formulation of public policy." This makes option (a) correct.
4. Option (c). Since the lessons are explicitly stated in the passage—that though there may be errors in the scientific data available, and even though one may disagree with the scientists, one should not be against science, especially when formulating policies that may impact thousands of human lives. Option (c) provides another clear example of a similar situation.

### Passage 3

1. Option (e). The third paragraph states the first facet, "The first facet or definition of modernism comes from the aesthetic movement broadly labeled "modernism." The second facet is stated in the last paragraph, "Another way of looking at the relation between modernism and postmodernism helps to clarify some of these distinctions" and "The third, the phase we're in now, is multinational or consumer capitalism (with the emphasis placed on marketing, selling, and consuming commodities, not on producing them), associated with nuclear and electronic technologies, and correlated with postmodernism." These two sentences give us the second facet.
2. Option (d). This goes against the conventional form of (a movement away from) "the apparent objectivity provided by omniscient third-person narrators, fixed narrative points of view, and clear-cut moral positions" as mentioned in point number 2. No other option will fulfil any of the characteristics described in the 7 points about modernism. This is an application question.
3. Option (b). This is an application cum inference question. The inference is not far to seek. The data of the second last paragraph helps us arrive at the answer after eliminating the nonsense options. Read the paragraph

"But—while postmodernism seems very much like modernism .... is meaningless? Let's not pretend that art can make meaning then, let's just play with nonsense." Option (a) is eliminated at the outset. Option (c) is eliminated because there is similarity between the expressions. Option (d) is eliminated because postmodernism also considers the universe meaningless. Option (e) is eliminated because modernism believed that art could bring unity in a fragmented world. Hence art for art's sake is not what they believed in. The paragraph supports the inference that though similar in expression the two differed fundamentally in their approach to life, culture and reality.

4. Option (d). This is an inference cum application question. The writer quotes Jameson in order to explain the second aspect of post modernism. By tracing the evolution of capitalism in three different phases the writer is trying to show that postmodernism is an outcome of globalized consumerist societies. His aim hence is to thus distinguish modernism and postmodernism by differentiating the circumstances in which modernism and post modernism existed. Hence when he refers to the "culture practices"—though it includes all culture practices that make the cultures different, in the context of the essay his emphasis is on *the way in which art and literature are produced in a culture*.

### Passage 4

1. Option (a). The answer is to be found in the eighth and the ninth paragraphs of the passage. The writer relates the multiplier effect Keynes's notion that "returns on public investment must be measured as the long-term consequence of other investments that it stimulates across the economy and society". The writer states: "This idea is lost in today's cost accounting for universities..." , "... students value their degree by the first job it gets them rather than the life it prepares them for over the next half-century." The multiplier effect is then the preparedness for the next half century. In the option it is referred to as future readiness.
2. Option (e). An easier way to answer this question (because of the nature of the options) is to first decide the tone/attitude of the passage. If it is understood to be one of "regret for the loss or impairment of something of value," we can very easily eliminate options (a, c) and (d) for the words denounce, condemn and denigrate. All these are too strong to describe a passage of this nature which is profound and insightful. Option (a) is eliminated because of the specific reference only to the way knowledge is judged—main concern is also the lack of importance on humanities. Comparing options (b) and (e), we can easily see that option (e) captures the essence of the passage.

3. Option (c). The passage laments the lack of emphasis on humanities and the undue emphasis on natural sciences in our universities. However, paragraph 6 begins "The university began with the humanities at its heart, but today it is playing catch-up with the natural sciences." Then it discusses how the decline occurred. As the question asks you the "real reason" as advanced by the writer, option (c) answers the question best.

4. Option (c). The writer does not say they are longer lasting. He states: *but the enrichment provided by the humanities was no less enduring, though its subtler nature makes it harder to track*. Humanities are alleged to be subversive. The writer does not say that the benefits of sciences are not all pervading. Hence, only option (c) is acceptable as the answer.
5. Option (d). The writer does not clearly state the impact of humanities are this and this, but he mentions the transformative capacity of humanities at several places in the passage—in the fifth paragraph, eighth paragraph, tenth, and the eleventh paragraph. He ends the passage by talking about the aspirations to "full-fledged humanity." We can understand that this is what the writer implicitly means by the impact. Hence option (d).

### Passage 5

1. Option (a). Option (b) is contrary to the passage and common knowledge, as *a priori* knowledge is not based on experience or evidence. Option (c) is contrary for the same reason. The passage is not concerned about the fallibility and defeasibility of *a priori* knowledge but merely raises the question of fallibility and defeasibility only to understand the nature of *a priori* knowledge, hence options (d) and (e) are not the main idea of the passage.
2. Option (e). None of the propositions can be known *a priori* and will have to be based on experience. Option (c) is different from 2 + 3 – 5, because by only intuition it is not possible to know the mathematical result given in option (c), but 2 + 3 requires no working out or empirical process.
3. Option (e). Since *a priori* knowledge is not based on any experience or evidence options (a) and (b) are incorrect. Option (c) is contrary to what *a priori* knowledge is—the passage states that *a priori* knowledge or justification based entirely on reason. Like options (a) and (b), option (d) is contrary to the passage because *a priori* knowledge is not based on perception etc. Option (e) is stated at the end of the second paragraph.
4. Option (a). This is what the writer means when he says: *but we know that one of these propositions must be false, for the first leads to the denial of the second. So, a priori justification must be fallible*. The heap of sand

paradox can be explained this way: consider a heap of sand from which grains are individually removed. One might construct the argument, using premises, as follows: 1,000,000 grains of sand is a heap of sand. (Premise 1); a heap of sand minus one grain is still a heap. (Premise 2) Repeated applications of Premise 2 (each time starting with one less number of grains), eventually forces one to accept the conclusion that a heap may be composed of just one grain of sand (and if you follow premise 2 again, composed of no grains at all!).

5. Option (b). What the writer means by defeasible (the question asks "indefeasible") is the justification or our belief being proved false by some empirical evidence contrary to it (if all Ps are Qs example). In other words justifications (beliefs) that are based on incomplete or incorrect kind of justifications are "defeasible"—they would become indefeasible if they were based on the right kind of justification. Please understand that this is an example; do not take *right kind of justification to be some concrete experience*—then it would not be *a priori* justification any more. We need to understand 'the right kind of justification' in an abstract way.
6. Option (e). Last paragraph has these words of the writer about Kant, "seems too narrow" and "a more plausible suggestion"—both these, read in combination with what the writer has said in the last paragraph of the passage makes option (e) correct. The writer disapproves of Kant's explanation of *a priori* justification as "absolutely independent of experience" and explains it as "independent of experience beyond that needed to acquire the concepts required to understand the proposition at issue."

### Passage 6

1. Option (a). Option (b) is eliminated first because it is too narrow; the passage is talking about free market economies and not companies. Option (c) is partial social justice is only second part of the passage (precisely the last five passages). Option (d) is too strong as it excludes the positive aspects of capitalism which the writer also agrees with. Option (e) can be eliminated for the importance it gives to advertising—though the writer is against excessive advertising the passage is much larger in scope as it comments on the moral vulnerability (how a good system is used to further self interests) of the markets.
2. Option (a). This can be considered a specified idea question —what is needed is good comprehension of the ideas stated. "In a perfectly competitive market, with full information, models of the market show that all the factors of production receive rewards equal to their marginal products" (All are paid what they are worth). The full competition and information require-

ments ensure that all contracts are uncoerced (there is no domination through power) and all expectations are fulfilled (people get what they want). Perhaps a difficult specified idea question!

3. Option (e). The quality has to go well with honour, generosity, and pity. These are all noble qualities.
4. Option (e). The writer is likely to agree with the four statements given in the options. They are all stated almost explicitly at different parts of the passage.
5. Option (e). The third paragraph states the reason for the anti market sentiments as: moral criticisms of the market focus on its tendency to favour a morally deficient character type, to privilege disagreeable motives, and to promote undesirable outcomes. Capitalism is also held to lack a principle of justice. These two aspects are then dealt with in detail. Paragraphs 4 to 9 deal with "character" and the remaining paragraphs deal with the lack of principles of justice.
6. Option (c). Option (a) is not true because the writer merely states that capitalism can "take people out of poverty" which does not mean the gap can be done away with. Option (b) is contrary to the passage. Option (d) is stated with the rider, "we are told...", hence cannot be attributed to the writer.

### Passage 7

1. Option (a). The passage does not do anything beyond presenting the hypothesis of massive modularity—in the first sentence itself the writer presents it as a claim. Option (b) is eliminated because of "various hypotheses". Option (c) is eliminated because "various arguments for and against"—the writer merely mentions there are many arguments but he does not present or them or explain. Options (d) and (e) are eliminated for the same reason because the writer does not take a stand about the hypothesis—he merely explains it—options (d) and (e) attributes a particular posture to the author.
2. Option (a). 'our "input systems" are modular for example, components of our visual system, our speech detection system and so on these parts of our mind are *dedicated information processors*, whose internal make-up is inaccessible to other related processors—the example in option (a) meets these criteria. Each organ performs a specific function and cannot have access to the other. Option (b) is eliminated because of "domain general"—which will correspond to something equal to a "general organ" which is contrary to modular architecture. Option (c) is eliminated because of the "respond similarly to each stimulus" this is not specific or modular. The word processor in option (d) is specific and modular but there is nothing more to make the system modular. Stem cells are explained here as "domain general" and cannot be considered massively modular.

3. Option (d). Option (d) most accurately expresses the concept of the organization as attributed to Jerry Fodor. Option (b) and (c) are eliminated because Fodor does not consider the central processing modular. Option (e) does not mention the central processor. Option (a), though correct, is not as accurate as option (d), because it is rather general. Option (d) mentions the thrust of Fodor's argument about the central system being non-modular. Option (a) is eliminated only in comparison to option (d). Option (a) could become the answer if option (d) weren't there.
4. Option (c). The passage states this in the last paragraph: "Perhaps one of the reasons that there is so much philosophical interest in evolutionary psychology is that discussions about the status of the massive modularity thesis are highly theoretical. Both evolutionary psychologists and philosophers present and consider arguments for and against the thesis rather than simply waiting until the empirical results come in." The best option, based on the above, is option (c), that it evolutionary psychology is completely theoretical and the inquiry happens not through arguments and counterarguments rather than through evidence (not even waiting for it).

### Passage 8

1. Option (b). The traditional argument for the existence of god as given in the passage is the "argument from design"—or that there has to be some intelligence behind any creation, the example cited is the creator of the eye. The passage also states "Darwin accepted the design-like nature of organisms and their parts. But rather than the Christian God, he appealed to the scientific concept of natural selection". In that case option (b) is sustainable. Option (a) is wrong because Creationists emphasizes the Genesis, hence may not confirm the above "argument from design." Option (c) is vague in referring to only "origin of life on earth," and in a way is similar to option (a). Option (d) is incorrect because the traditional argument makes the atheist's argument untenable as the traditional argument does not appeal to god the way traditional argument does. Option (e) similarly is not supported by the traditional argument. A non-god driven universe is not tenable in the traditional argument.
2. Option (c). Option (a) is incorrect because though this is mentioned in the passage, first, it is not the main purpose of the writer; second, the purpose of the passage is to elucidate this complexity not to merely show that the relationship is complex. Option (b) is incorrect because though factually correct the main purpose is not to show this requirement to the readers. Option (d) is wrong; first, it is not the purpose; second, the passage does not trace the routes of atheism to Darwinism. Option (e) is factually incorrect as Creationists

view about the origins of life and Darwinism are completely different and contrary. Option (c) is correct. The writer first tries to show that evolution has for its foundation religious concepts of progress, linear history and directional time. Also, the traditional argument for the existence of God, and the idea of natural selection and evolution both have the concept of Intelligent Design behind them. This is followed by statements like, "You may not have to be a Christian in the light of Darwinism, but this does not mean that you cannot be one," the example of Pope John Paul II, and the last paragraph make option (c) the main purpose of the passage.

3. Option (e). Option (a) is true; Science asks immediate, and religion asks ultimate questions—they are dissimilar—and need to stay within these boundaries. Option (b) is true—Dawkins felt the universe, in the world view of organized religions, was "punny, pathetic, and measly." By implication option (b) is supported. Option (c) is true—concepts that are commonly accepted by both Judaism and Christianity are termed Judeo-Christian (first paragraph). Option (d) is correct. By removing god from the progress of life (evolution) Darwinism rationalised atheism. Option (e) is the opposite of option (d). Dawkin's argument is sustained even in the face of design like organisms and parts, because instead of God natural selection controlled the process. Option (e) is, hence, neither stated nor implied in the passage.
4. Option (b). "You may not have to be a Christian in the light of Darwinism, but this does not mean that you cannot be one." This statement makes option (a) something that the writer is not going to agree with. The second last paragraph makes option (b) something that writer would agree with: "People like Dawkins, .... make a mistake about the purposes of science and religion." The writer does not completely agree with the Arabs estimates, he quotes it to say that Dawkins comment of "punny, pathetic, measly, limited" etc., about the religious estimates about the expanse of the universe is not justified. Option (d) is not justifiable when the writer states: "There is no conflict here, except when people mistakenly think that questions from one domain demand answers from the other. Science and religion, evolution and Christianity, need not conflict ...." Option (e) is not something the writer will agree with. The writer just comments that the matter is not a matter for science anyhow, but uses that opportunity to state his view that this is precisely the purpose of religion and scientific enquiry must not intrude into this space.

### Passage 9

1. Option (d). Read the part of the passage beginning "Early Sartrean thought leaves no room for individual authenticity," till "... Neither can psychological,

individual authenticity be achieved because the current social framework does not endow man the freedom to surpass himself." Two reasons are necessary to answer this question; first is the 'tendency to act in bad faith', and the second is the individual self being engulfed by his social self (identity). Option (d) includes both. Other options refer to one of these two reasons, hence inadequate to answer the question.

2. Option (c). "The viable jewels of life remain untouched when man forgets his vocation of searching for the truth of his existence." (Option (a) may appear to be the answer) This "vocation" is then spelt out in the ensuing parts of the passage. In brief, the transcendence to experience the meaning of life (valuable jewels) is "embracing" the tendency to act in bad faith and the ability to transcend the roles imposed on us by social forces. Hence option (c) becomes the answer. It may be argued that the individual cannot *escape* bad faith (which is true); however, the option states *accept* and can be accommodated because the passage also states "confronted by the impossibility ... he then finds refuge" by, showing commitment to his pursuit. Option (e) is what he is likely to experience and does not answer the question *when*.
3. Option (d). The gist of the passage is: The human existence is ambiguous, meaningless, and absurd. Individual authenticity (psychological or ontological) is impossible. Accepting this fact one turns to other "feasible venues for authenticity." In revolutionary action, by trying to reconstitute society, and by fighting to find subjectivity one is able to achieve collective authenticity. Hence option (d) is correct. Data is insufficient for option (a)—also, the passage suggests "viable jewels of life" which makes option (a) incorrect. Option (b) is incorrect because the passage does not suggest individual *self* is necessarily so. We need to make the distinction between *life* and *self* here. Option (c) is wrong because the passage states and argues that individual (psychological and ontological) authenticity is not possible. Option (e) is incorrect because the passage states, "he attempts to surpass himself, and imbedded in that transcendence is the meaning he has been looking for in his life." Hence option (e) (also (a) and (b)) are incorrect.
4. Option (c). The answer is almost stated in the passage. Read the part, "Confronted with an impossibility of individual authenticity, the Sartrean man then continues to explore other venues for authenticity. He then finds refuge in an attempt to surpass the given situation and be dialectically related with it so much so that while he embraces the limitation brought about by his world, he persists in fighting for his subjectivity. Thus opens before him the possibility of collective authenticity." "Fighting for his subjectivity" is understood to be "rediscovering the self". "Embracing the limitation" means "accepting bad faith." Hence option (c).

Option (a)—the ontological impossibility cannot be changed. Option (b)—this has to be complemented by a pursuit to rediscover the self. Option (d)—If the social fabric "was" conducive there is no need to reconstruct it. Option (e)—has to be in a reconstructed society.

### Passage 10

1. Option (d). The passage describes the pictures of Escher as "impossible" (optical illusion) and "paradoxical" (familiar object in unfamiliar fashion). This is merely suggestive of the problems faced by physicists in quantum gravity and philosophers when known standards (natural laws) break down. Option (d) captures this suggestiveness (evokes) and hence the answer. Option (a) is not sufficient reason for them to be interested unless these are somehow similar to the problems what philosophers and physicists face. Option (b) is wrong because the passage does not state or imply that the pictures represent the paradox in physics and philosophy. Option (c) is wrong because they do not "correspond to" but are merely suggestive. Option (e) is wrong because they do not represent the problems—they are merely evocative. It is incorrect to infer from the passage that the pictures could represent the problems in physics or philosophy—the pictures most likely reminded the physicists and philosophers of their problems.
2. Option (b). This is stated in the passage. "Some of his work, for example *Ascending and Descending*, relies on optical illusion to depict what is actually an impossible situation. Other works are paradoxical in the broad sense, but not impossible" and then "... quantum gravity itself may be like this: an unfamiliar yet coherent arrangement of familiar elements." "Or it may be like *Ascending and Descending*, an impossible construction". Hence answer option is (b).
3. Option (b). The second paragraph states this—quantum gravity is an area of research rather than a particular phenomenon there are several unconfirmed theories—philosophy is generally used to work on "more or less settled body of theory" and arrive at philosophical conclusions (ontological and epistemological consequences). Theories of quantum gravity, on the other hand, are bedevilled by a host of technical and conceptual problems, questions, and issues which make them unsuited to this approach. This makes option (b) the correct answer.
4. Option (a). The pictorial paradoxes of Escher are used by the author in order to introduce the concept and problems in Quantum Gravity. In fact after the first paragraph, after somewhat simplifying the complex problem of Quantum Gravity by comparing it to the visual representation of paradoxes and impossibilities by Escher, the writer is no more bothered about

Escher. The second paragraph, though it is about problems that Quantum Gravity pose to philosophers, we have no option that will accommodate this. However, it does not appear to be the purpose of the writer either to emphasize the philosopher's problems except that at the fundamental level of matter perhaps a scientist who understood reality could probably be equated with a philosopher—hence perhaps the reference. Option (b) is superficial. Option (c, d) and (e) all have the same flaw of being either too specific or too general and beyond the scope of the short piece.

### Passage 11

1. Option (a). The part beginning "So, if you ever sat at somebody's death bed," the passage in this part states that we generally say that "John died from cancer, *not that he died from a policy decision to stop payment for cancer screening*. We say that Mary died in a car accident, *not that she was a casualty of the Road Traffic Act.*" This clearly implies that we do not generally attribute an individual death to policy decisions. Option (b) is contrary to the above. Option (c) and (d) cannot be inferred from the passage. Option (e) is contrary to the passage.
2. Option (a). The analogy in the area of public decision making is based on the assumption that as long as no one dies, policies that keep people under threat may be all right. This is equal to the situation where one is allowed to die or be killed—rather than saved from death. The writer then states that the distinction between "killing someone and letting her die" cannot be made. In that case the purpose of public policy is not only to save lives but also to not let die. Hence option (a) is correct.
3. Option (e). The answer to this question is based on the reasoning contained in this part: "Full anonymity explains why efficiency rules meet with no protest. Such anonymity also holds for those who are left untreated in "triage"—the sorting of casualties when natural or man-made disasters strike. But, for the same reason, efficiency rules often do meet with protest when they are used or proposed for rationing medical services in everyday medicine." Two elements are essential for the "efficiency regime" as given in the passage, full anonymity and effective uses of resources for the benefit of the population. An example is given as triage which means: *the sorting of and allocation of treatment to patients and especially battle and disaster victims according to a system of priorities designed to maximize the number of survivors; broadly : the assigning of priority order to projects on the basis of where funds and resources can be best used or are most needed.* This best corresponds to situation (e).

as dealing with the condition of man—though conclusions differ and are opposite to each other. All the other options are contrary to what is stated in the passage and is the view of only one (either Strauss or Dunn) and not both.

4. Option (c). The beginning of the last paragraph states "Locke's theory of the state of nature will thus be tied closely to his theory of **natural law**, since the latter (natural law) defines the rights of persons and their status as free and equal persons. The stronger the grounds for accepting Locke's characterization of people as free, equal, and independent, **the more helpful the state of nature becomes as a device for representing people.**" Locke's state of nature is not a thought experiment; hence options (a) and (e) are eliminated. Option (d) goes beyond the scope of the passage—this question may be relevant to Locke's theory but not in this passage. Option (b) refers to the theological position which is not what binds it to his theory of natural law. Option (c) states that it provides the basis for representing people. Hence it is correct.
5. Option (d). The discussion in this passage has ended after analysing the various viewpoints on Locke's state of nature theory and ended by stating that it can form the basis of natural law which "defines the rights of persons and their status as free and equal persons." The basis for individuals' rights as free and equal persons is well established. Now, what logically continues the paragraph (by comparing the available options) appears to be his responsibilities as free and equal persons, after which probably the government option (e) and other specifics can be discussed. Even natural law option (a) would be most logical after the bases for rights and responsibilities are discussed. Hence option (d) appears to be most logical continuation.

### Passage 12

1. Option (e). The definition of Locke's conception of "state of nature" can be derived from the first paragraph. Locke writes "want [lack] of a common judge, with authority, puts all persons in a state of nature" and again, "Men living according to reason, without a common superior on earth, to judge between them, is properly the state of nature." The two factors of lack of political authority and men living according to reason are captured by option (e). The other options are related to Simmons' commentary on Locke's conception of state of nature.
2. Option (d). Simmons's challenge to Locke's theory (refer to the answer to Q1 which tells you what Locke's conception of state of nature is) is that it is advanced as a sufficient condition rather than a necessary one. In other words Locke's theory may be necessary condition but sufficient. The sufficiency is then explained through examples of people (Aliens, minors etc.) who are in a state of nature even when they are living under legitimate governments. They are in state of nature because of the existing moral relations between them and for not having given their consent (or being unable to give consent) to the same legitimate government. Hence option (d) best answers the question. The second paragraph states clearly that Simmons challenges the theory as inadequate (it is advanced as sufficient). It is only a necessary condition and not sufficient. "Simmons points out that the above statement is worded as a sufficient rather than necessary condition."
3. Option (e). The differences are stated in the passage. Strauss considers Locke anti-Genesis—hence anti-Christian—because according to Genesis God created man to further His purposes. John Dunn disagrees with Strauss and interprets John Locke as not at variance with the Genesis. However, similarity that underlies the differing views is that both consider Locke's theory
4. Option (a). The anti realists fall in two classes the eliminativists and the agnostics. Eliminativists say "no F," Agnostics say "can't say," which is captured by option (a). If this is understood, all other options can be seen as incorrect.

### Passage 13

1. Option (a). Read the second paragraph carefully. Factualism and Realism are contrasted—though realism is not defined anti realist thinking is explained, "they find the notion of mind independent existence in coherent." Hence realist thinks otherwise. Also in the first paragraph realism is explained. Option (b) is incorrect because the realist does not posit objects as concepts. Option (c) relates the object to the word which the realist does not do. Option (d) is properly nominalism, and not realism. Option (e) is factualism.
2. Option (a). The anti realists fall in two classes the eliminativists and the agnostics. Eliminativists say "no F," Agnostics say "can't say," which is captured by option (a). If this is understood, all other options can be seen as incorrect.

3. Option (d). "Clearly, adopting a non-factualist or error-theoretic interpretation of discourse about Fs commits one to anti-realism about Fs. If we think Yeti reports are systematically mistaken or that such reports are not meant to be taken literally in the first place, we will deny that the world contains any Yetis. This means factualism is a necessary condition for realism." Yeti represents any object in the world. Hence option (d) is the correct answer.
4. Option (c). "It (factualism) is not a sufficient condition though (for realism). Verificationists who reject the idea that something might exist even though we might never be able to confirm that it did, can be factualists about F (object) discourse. Still, they are anti-realist about Fs since they deny that Fs could exist mind-independently." That means as long as the object is not verified the factualist remains anti-realist. Hence factualism is a necessary but not sufficient condition for being realist.

#### Passage 14

1. Option (e). The writer vouches for a portfolio approach to climate change which includes: *a portfolio of adaptation, mitigation, and research efforts*. He also mentions his team's research which produced the following results: *We allocated \$50 billion to research into greener technology, so that only \$750 billion could be absorbed by the economic cost of adaptation and mitigation. The gap between the cost of carbon-free and carbon-emitting technology fell, and the taxes designed to mitigate emissions became more effective*. Statement A is about adaptation; B is about research; C and D are about mitigation through reducing the cost of carbon-free technology and making carbon-emitting technology costlier (taxes). Hence all are correct.
2. Option (b). Statements A, B, and C are consistent with the writer's strategy of adaptation and research. Statements A and B are consistent with adaptation and statement C is consistent with research. Statement D, even if it is assumed to be true, is not consistent with adaptation or research. One may say it is consistent with mitigation; however, the emphasis on Canada and Russia makes it too specific—these countries specifically should not be asked to bear the burden (of mitigation)—a general statement (like "rich countries" instead of specific countries) would be better.
3. Option (c). The following parts of the passage need to be studied carefully to answer this question: "First, we now know that adaptation will be essential, because temperatures will rise by another 0.6°C by 2100 even if greenhouse gas emissions are eliminated tomorrow. We also know that the impact of climate change will not be evenly distributed across the globe." And, "Since the effects of climate change have been observed in many areas around the world, thinking about mitigation makes sense everywhere. But we found that mitigation alone did not meet a standard cost-benefit test." Further the writer says that what would help meet the costs is an investment in greener technology. Hence the answer is option (c). Option (a) is a result of short term measures (mosquito nets); option (b) is a result of long term development; option (d) is the result of not reducing carbon emissions; option (e) is contrary to what is quoted above.

4. Option (e). Option (a) is incorrect because the passage states the "campaigners" would push for tough measures. These campaigners are developing nations cannot be inferred. Option (b) is contrary to the passage states, even if emissions are eliminated tomorrow, these regions will experience a 0.6°C increase in temperature making crops unviable. Option (c) is incorrect because the passage states that "our targeted policies for the near term" bring in benefits almost immediately but these immediate benefits may not be sustainable. Option (d) is wrong because the passage does not even implicitly make the comparison of benefits of these two methods. Option (e) is correct because the calculations are explained in some detail. After that the writer states these "reflect very conservative assumptions regarding the timing of emissions reductions and when the developing world would "come onboard." Then again, "expected benefits would increase further if we included the chance that potentially higher climate sensitivities would exacerbate damages, even though doing so would require including similarly plausible lower climate sensitivities, which would push in the opposite direction." This makes it obvious that these factors were considered in the study.
5. Option (c). At various points in the passage as well as in the beginning of the passage itself the writer is highlighting the necessity of approaching the climate change problems with a portfolio approach stressing on adaptation, mitigation, and research. Though these are spelt out in option (e), option (c) expresses the point better.

#### Passage 15

1. Option (c). All options may appear correct because they summarise parts of the passage. Since the question asks you to identify the option that tells what the passage is mainly about, we need to identify the theme. *The writer speaks about the hype created around GM foods as being pro-poor—this included certain assumptions about the technical, socioeconomic and institutional factors—the results of the last decade were mixed. However biotechnology remains resilient and survives. Though all options are partly right and partly incorrect option (c) summarizes the passage. The writer is merely analytical and not judgmental—he does not say*

GM foods have failed or succeeded or failed, pro-poor or not; he is non-committal and analytical.

2. Option (e). This is explained by the writer towards the end of the passage, soon after he has stated that in spite of its differentiated (good and bad) and complex (unable to ascertain because of the various factors that have to go into the study) impacts the idea that GM crop is pro-poor is resilient (persists). Then he explains the reasons: *Methodological and presentational flaws in those studies have produced a misleading picture of both the performance and the impacts of GM crops in smallholder farming contexts, and that this has seriously distorted public debate and impeded the development of sound, evidence-based policy*. Hence the answer is (e). This is a direct question.
3. Option (c). A and B are stated at the beginning of the passage—the various reports from these organisations promoting GM crops to improve the agriculture of the developing countries. Towards the middle of the passage the writer states: "The narrative depicting GM crops as a sustainable, environmentally friendly, and developmental technology emerged in part from the biotechnology industry." Hence (c) is also correct. The group mentioned in D went against the narrative.
4. Option (a). This is another direct question. The answer is to be found in the sentence, "There was, however, a good deal of continuity between the two eras in terms of their shared technological culture and agrarian social structures"—broadly corresponds to the social environment.
5. Option (e). All of the above. The last part of the passage supports all the objections. The part of the passage beginning, "Serious concerns remain about the medium and long-term sustainability of those benefits that have been realised. .... and relevance of the information which has been presented to both farmers and policy makers." till the end states all the above as objections.
6. Option (d). The answer to this question can be found in the last paragraph. The writer is not against extending the length of the school day and the academic year—the writer agrees that this "might" improve academic performance. In the last sentence of the passage the writer states that "but requiring that children spend more time in school will not boost cognitive performance and social competence unless we also increase the time children spend outside the classroom." This makes option (d) correct. In the light of these details option (c) is not the answer because it talks of "academic performance" alone.
7. Option (e). Benjamin Canada's position is "at variance" with available evidence; hence, option (a) is incorrect.
8. Option (b) is factually incorrect as the endorsement happened in the opposite direction—Benjamin Canada is endorsing the common sense view, and not vice versa. Option (c) is incorrect as the correlation is not implied in the passage. Option (d) is incorrect as the writer does not approve. Option (e) is correct. First, the writer states that there is no evidence to support the claim. Second, the writer proves that it is contrary to evidence. Hence he rejects the position that reducing recess time would positively affect academic performance.
9. Option (a). The common ground that the writer is referring to is implied in the two paragraphs immediately preceding the paragraph beginning, "there can be common ground..."—the first of these is the view of "accountability" which in the context refers to reducing to recess time and maximizing the efficient use of the classroom time. The second view refers to "breaks between periods of intense work" followed by experiments to prove that breaks are beneficial. Then the writer states, "Educational policy makers should therefore use these findings to guide policy"—all these justify option (a) fully.
10. Option (d). The purpose of the indoor recess experiment (as explained in the relevant part of the passage) was to determine the role of physical activity on subsequent attention—whether in door break was as beneficial as outdoor break. "The results from this experiment replicated the findings from the outdoor recess results: the children were more attentive after recess than before." This establishes that outdoor breaks (physical activity) had no significant impact on subsequent attention. This is correct expressed in option (d)—that educators could use in door recess with the same benefit as outdoor break.
11. Option (c). The first paragraph states the idea of "accountability" in primary education and how this idea has resulted in the curtailment of "recess" in the US, Canada, and Great Britain. The writer agrees with the idea of accountability, but shows that the curtailment of recess is not consistent with the aim of spending the "scarce tax dollars ... on programmes that work." Hence the best answer is option (c). This is an application/logical structure question asking you to comment on the structure of the passage. Option (a) is wrong as the first paragraph is not the thesis. Option (b) is wrong because the writer does not contradict this. Option (d) is wrong as the view is not substantiated. Option (e) is wrong as the essay is not presented as a problem and solutions to that problem.

#### Passage 17

1. Option (e). This is an application question. The writer is not a new "Marxist" as he calls the German Finance

Minister etc. The writer states that Marxism may be relevant today; however, in the last sentence he states, "But its acolytes (Marxists) should reflect on the uniformly disastrous results of centralized credit provision in the past." Hence the writer takes the middle ground. Also, the writer's views that, "A better solution would have been debt reduction at an earlier stage of the crisis. In today's circumstances, the financial system would have been better off if some version of US Treasury Secretary Henry Paulson's original plan to purchase toxic assets and take them off banks' balance sheets had been realized," shows that he is pro-regulation. The last two paragraphs suggest that he is pro-free market and innovation and not pro-Marxist. Hence option (e) best describes the writer.

2. Option (c). The part of the passage immediately below the mention of John Stuart Mill and Paul Leroy Beauvois provides the answer to this question. "The implication of Marx's renewed popularity is that ..... obscure transactions." It talks about how the financial system is centred on Marxian "fetishism of commodities" hence the current crisis by implication merely echoes the problems foreseen by Marx, hence the popularity, and most probably fetishism of commodities is unique to Marx. Option (b) states that Marx predicted the failure of capitalism which is a farfetched conclusion. Option (e) states that Marxian theory is seen to be the solution which is not correct—the writer does not see Marxian theory as the solution.
3. Option (e). In the last example human labour power, rather than being seen as the source of values becomes a commodity and takes on an exchange-value which is seen as objectively determined by a supply and demand market just as with any other commodity. Thus, labour power, the thing that creates value, becomes confounded with its application, projecting people as commodities. This is an example of what is stated in the passage as: "Marx's description of "the fetishism of commodities"—the translation of goods into tradable assets, disembodied from either the process of creation or their usefulness seems entirely relevant to the complex process of securitization, in which values seem to be hidden by obscure transactions." No other example would conform to this explanation.
4. Option (a). The second last paragraph provides the answer. This is almost a direct question. Though the writer is examining the possibility of the recession ending and how, by implication, the answer option becomes correct. The paragraph states, "The chances are higher that a large number of decision makers will be able to identify these new projects, and much slimmer that a centralized version of financial planning will do so successfully."
5. Option (c). Options (a, b) and (c) are literal meanings of the word "carnival"—however the word here is used

in the context of the financial markets, hence it implies the excess indulged in during such a season rather than the specifics.

### Passage 18

1. Option (e). Passive nihilism is first, *an unawareness* that the religious and philosophical absolutes have collapsed; second, *a sense of meaninglessness* and purposelessness—the emptiness arising out of an existence when "god is dead." Option (c) meets both these criteria the "dissolving" of values and an aimless sense of meaninglessness. Option (a) and (b) are factually correct but not sufficient to be passive nihilism, the sense of meaninglessness after what is stated in A and B is essential for passive nihilism. Option (c) is contrary because of the word recognition; one does not recognize the cause of this meaninglessness. Option (d) is the opposite of passive nihilism—may be termed active nihilism, where one is actively for substituting the lost values.
2. Option (b). There is no data in the passage to support the claim in option (a) and (c). Slaughter etc. is told of nationalism and not about religion. Option (d) is incorrect because people attribute transcendent value to nationalism and religion; but it is different to say that they (especially nationalism) have transcendent value and purpose.
3. Option (b). Perspectivism states that one's perception is always either coloured by one's own prejudices/conditioning or is partial ("to see an object form every possible vantage" is not possible). This makes it impossible for one to ever see the whole truth. Option (a) is incorrect—perspectivism is related to perceptions and not whether there is truth or not. Option (c) is incorrect as perspectivism is limited to our perceptions and not any comment about the nature (it does or does not depend on) truth itself. Option (d) is also incorrect for the same reason it comments about truth. Option (e) is irrelevant to perspectivism.
4. Option (d). Nietzsche's "will to power" is an instinct to growth, self-preservation, and durability. A weak (lack of) "will to power" creates the ideals of religion, philosophy etc., and forces one to see life as merely pain and suffering. A strong (presence of) "will to power" by implication would then be likely to consider pain and suffering as necessary for growth and durability. Hence the correct answer is option (d). The ascetic ideal considers existence as pain and suffering. Nihilism is the devaluation of the ascetic ideal (the first sentence); 'will to power' is not nihilistic, because Nietzsche "identified life itself with 'will to power'..."
5. Option (c). "... prefer the eternal repetition of their lives in an edited version rather than to crave nothing more fervently than the eternal recurrence of each of

"royalty"). Here, Old age for Old man. Personification is a figure of speech in which an inanimate object or abstraction is endowed with human qualities or abilities. Here, old age is said to burn (anger) and rave.

6. Option (d)—"blinding sight" is an oxymoron. Oxymoron is a figure of speech in which incongruous or contradictory terms appear side by side. Option (c) (curse, bless etc., is a paradox and not an oxymoron).

### Passage 20

1. Option (c). In option (c) we have the best paraphrase of the first three stanzas. Though the landlady is not obvious in the first three stanzas, the following part of the poem stanzas 4 to 6 we can understand that the landlady keeps telling the new lodger every detail about the earlier tenant Mr Bleaney (including his preference for sauce to gravy). Option (a) is incorrect because the poem does not support the idea "until he was asked to vacate it by the new customer." Option (b) and (d) are incorrect because nothing is said about Mr Bleaney's death ("The Bodies" is probably the surname of some family, most probably Bleaney's employers). Option (e) is wrong because, though the poem has an eerie ring to it, Mr Bleaney is not a spirit, but a person who is remembered by the landlady.
2. Option (d). Option (a) is wrong because Mr Bleaney had urged the landlady to buy the radio (the jabbering set refers to a radio). It is the new tenant who stuffed his ears with cotton wool. Option (b) and (c) are incorrect because there is no reference to Bleaney's death anywhere in the poem. Option (e) is wrong because all that the poem states is that he lived there "at the Bodies till they moved him"—why/who moved him, whether he left without telling the landlady cannot be ascertained. The poem even points to the contrary.
3. Option (a). The message of the poem is contained in the two stanzas (8 lines) of the poem. In these lines, beginning, "if he stood and watched the frigid wind...", the new lodger suddenly identifies himself with Mr Bleaney. The chilling conclusion to the poem become clear when the lodger asks not only himself but also the reader and by implication everyone else; is this how we evaluate our lives? Our sense of worth reflected by our surroundings, is this how Mr Bleaney saw himself as small and insignificant? Option (a) best captures this. Other options are too philosophical and irrelevant to this poem.
4. Option (b). Almost every word in 'Mr Bleaney' has a unique tonal quality that is set with a bleak and depressing tone—the way the room is described, the way the way lived in his room, the way he "watched the frigid wind tousling the clouds." It is a bleak and depressing poem, reflecting the sociological and economic state of the period. It carries a sombre message that places

the emphasis on uncertainty rather than certainty. The tone serves to reinforce the pessimism inherent in the poem.

5. Option (a). It refers to the room that first Mr Bleaney and now another person has hired.

### Passage 21

- Option (b). "When writers are grand enough, they can produce books by recycling their journalism, lectures, academic papers and other jottings. Sometimes that can seem dated and lazy. Sometimes it is a treat: the assorted pieces come together to create a great mosaic. Neither falls into the first trap." Read the paragraph a little more carefully. The italics is the first trap, by implication becoming "dated and lazy"—if it is dated it lacks universal appeal—is the second trap (in bold italics). Hence the answer option is (b).
- Option (a). The passage states: "His aim is to chronicle the history of the "nameless decade", ... subjects encompassed in that time include authoritarian governments, the challenge to liberalism raised by Islam and the corrosive combination of the Bush administration's bungled foreign policy and Europe's unthinking anti-Americanism." Though the book is about history, it is about major political events, making the book more than mere history. Hence option (a) suits the best.
- Option (c). The answer is to be derived from the part of the passage where the writer is commenting on Ash's style: "Mr Garton Ash is incapable of writing a dull article. Unlike some famous-name writers, he is proud to be a reporter: whatever the subject, he digs diligently. He observes sharply and with a dry donnish wit that deserves greater play. A remarkable wordsmith, at his best he has an echo of one of his great heroes, George Orwell." 'A reporter who digs diligently' makes observant and investigative correct. The comparison with George Orwell (Eric Arthur Blair, better known by his pen name George Orwell, was an English author. He wrote works in many different genres including novels, essays, polemic journalism, semi-sociological literary criticism, and poetry. His most famous works are the satirical novel Animal Farm and the dystopian novel Nineteen Eighty-Four) makes literary the correct description, making option (c) correct.
- Option (a). "Such targets deserve his scrutiny and Mr Gray's criticisms are cogent. But he tends to overdo it. Again and again (and again) he attacks the people he calls "neoliberals" without pinning down whom (apart from Tony Blair) he is attacking. The reader is left feeling a straw man has been dissected." What this means is that the criticisms are too abstract and on a philosophical level and not related to the real people (except Tony Blair). Option (b) may be considered, but obsession is too strong a word.

### Passage 22

- Option (d). Option (a) is incorrect because the beginning of the passage states that Indus civilization was modelled on Mesopotamian model, hence it cannot be the earliest. Passage does not support option (b) at all—on the contrary it conjectures the cause as floods and the final blow coming from the invaders. Passage contradicts option (c)—it states that its commerce was "appreciable but elusive"—hence commercial complexity cannot be sustained. Also "world's most ancient" is also difficult to sustain. Option (d) is correct because the last paragraph supports this inference completely (about Kathiawar).
- Option (d). A only. The passage states that the invaders merely dealt the final blow to the end of the city, and the civilization was already dying when the coup de grace (a death blow or shot administered to end the suffering of one mortally wounded) was delivered. "However, one thing is clear: the city was already in an advanced stage of economic and social decline before it received the coup de grace. Deep floods had more than once submerged large tracts of it. Houses had become increasingly shoddy in construction and showed signs of overcrowding." We cannot interpret overcrowding to be overpopulation—it might have been due to flood. Hence, only statement A can be accepted as the probable cause of the "social and economic decline."
- Option (c). The passage states: "It was attacked toward the middle of the 2nd millennium BC by raiders who swept over the city....." The middle of the second millennium would be around 1500 BC. (1 to 1000 first millennium). At this time the passage also states that the civilization was already in decay. The last paragraph states 1700 BC–1000 BC as the Copper Age, distinct from Indus civilization. Hence we can conclude that the civilization flourished prior to that—somewhere in the thousand years between 1700 and 2700. Hence option (c) is the best inference.
- Option (c). This is stated in the passage. "How and when the civilization came to an end remains uncertain. In fact, no uniform ending need be postulated for a culture so widely distributed." The writer then describes the end of Mohenjo-daro alone and not of the civilization.
- Option (d). C only. Statement A cannot be accepted as we do not know (passage does not state) anything about the river system. Statement cannot be examined

because we have no data about the supply of water in the Indus civilization. Statement C is true of the Indus civilization as well as stated in the passage: "... fertile Indus River valley while controlling the formidable annual flood that simultaneously fertilizes and destroys. Having once obtained a secure foothold on the plain and mastered its more immediate problems, the new civilization, doubtless with a well-nourished and increasing population..." Statement D is not considered because we have no information about exports.

### Passage 23

- Option (b). Option (a) is too specific and narrow and excludes memory, imagination etc., hence not the main idea of the passage. Option (c) is erroneous because "human mind" is too broad and vague. The passage does not describe his concept of the mind; perhaps a few processes in the human mind through which man acquires knowledge. Option (d) is not supported by the passage. It does not give us the nature of reasoning at all. Option (b) is a direct translation of "all mental perceptions" mentioned in the first line.
- Option (b). Pay attention to this part of the passage, "... we can trace the component parts of that idea to some external sensation or internal feeling (impressions)..." We see the tree and form an idea about the tree. Hence the impression of a tree (external sensation, actual seeing, and experience) is far more vivid than the idea (thoughts) we have of the same tree. Hence answer option (b). The other options do not include the factor of "liveliness."
- Option (a). "Most modern philosophers held that ideas reside in our spiritual minds, whereas impressions originate in our physical bodies. So, when Hume blurs the distinction between ideas and impressions, he is ultimately denying the spiritual nature of ideas and instead grounding them in our physical nature." This is equivalent to option (a).
- Option (c). The passage states: (second paragraph), *The memory is a faculty that conjures up ideas based on experiences as they happened*. Hence option (c) accurately illustrates this. The experience of driving to the store conjures up an accurate memory of it. The other options do not illustrate this concept.
- Option (d). "The imagination, by contrast, is a faculty that breaks apart and combines ideas, thus forming new ones." Also, "Some imaginative ideas represent flights of the fancy." The idea of a golden river is a combination of an idea of gold and an idea of a river. It is a flight of fancy too. The other examples do not exhibit the breaking up and combination of ideas forming new ones.

6. Option (b). The last part of the passage tells us the relationship (similarity as well as dissimilarity): *The ideas of the imagination are further divided between two ...., the good ideas are derived from the faculty of the understanding—or reason—and roughly involve either mathematical demonstration or factual predictions*. Superstitions and philosophy are different—the only similarity is that they have the same source—Imagination. Memory is inconsequential to this. Hence option (c) is eliminated. Option (a) shows the difference. Option (d) is incorrect because superstition is not based on understanding or reason.

### Passage 24

- Option (c). "Disjunctivism, as a theory of visual experience, claims that the mental states involved in a "good case" experience of veridical perception (*the experience of a phenomenon*) and a "bad case" experience of *hallucination differ*, even in those cases in which the two experiences are indistinguishable for their subject." Hence disjunctivists challenge the belief that they are the same—which makes option (c) correct. They differ about the experience and not about the subject (the experiencer) hence option (d) is incorrect.
- Option (a). The disjunction is between experience and hallucination—in other words the experience of an object and the seemingly real experience of an object (when it does not really exist or hallucination)—this is best captured by option (a). "Different ways" eliminates option (b). The disjunction, if any, between the observer and the object (observed) is not discussed in this passage. Option (d) is almost the same as option (c).
- Option (c). Relate this option to the bar stool example: "Consider the veridical perception of a bar stool and an indistinguishable hallucination; .... This might lead us to think that the experiences we undergo in the two cases must be of the same kind .... At heart, disjunctivism consists in the rejection of this assumption." Option (c) provides another example consistent with this. For your ease in choosing the answer (to test your comprehension) the experiences (first part of all the options) has been kept constant. This is an application question.
- Option (d). The passage explains the answer in the second and third paragraphs. Disjunctivists treat veridical perceptions and hallucinations as completely different with common factors between them. "I seem to see a flash of light" implies two things and "such a sentence could be true regardless of whether we are perceiving or hallucinating. As such, the truth maker of such a sentence might seem to be something common to the two cases, and a commitment to the truth of such

sentences in turn to *commit us to a common factor.*" Disjunctivists are against any common factor between these experiences; hence it is problematic in disjunctivism. From this point of view both (b) and (c) are right. *Good case* is veridical perception and *bad case* is hallucination; hence, options (b) and (c) mean the same.

5. Option (c). The writer quotes from Don Locke to explain the how *seems-statements* like "I seem to see a flash of light" can bind veridical perceptions and hallucinations together through a common factor. Thus he explains how Hinton has explained the meaning of this statement so that the common factor can be seen not to exist. In order to clarify this further, the writer quotes one more example from Don Locke to show how disjunctivists explain the meaning of *seems-statements* so that the common factor is completely eliminated. This corresponds to option (c). Option (a), though factually correct, is not related to the *seems-statements* that the writer is dealing with in the context of the quotation. Since options (c) and (d) are opposites (d) can be eliminated. Option (b) is vague in "particular problem" and ambiguous in "hallucinations and illusions" (are they the same or different?).

### Passage 25

1. Option (a). Eukaryotes according to the passage are cells more complex than single cell bacteria or archaea the inside of which is pretty sparse consisting free floating genetic material; eukaryotes on the contrary are "a eukaryote cell is a bustling metropolis". The passage does not support the inference that they are multi cellular—they are cells that make up multi cellular organisms. Option (c) and (d) are incorrect, the passage suggests exactly the contrary of these statements. Hence, the only acceptable is statement A and option (a).
2. Option (c). Option (a) is incorrect because it talks about "simple to complex creatures" whereas the passage is discussing cell origins and not creatures. Option (b) is incorrect in "scientists have concluded"—the passage does not imply that they have concluded. Option (d) is incorrect because it states that "scientists have proved"—where as the passage merely suggests the possibility. Option (c) is the most accurate description of the main idea.

3. Option (d). The passage states there is no similarity between the genes and proteins of eukaryotes and bacteria. If eukaryotes were *a fusion*, or *descendents* of bacteria and archaea there should be some similarity. "Instead, they say the fusion theory is "surprisingly uninformative" when it comes to explaining the special genetic and cellular features of eukaryotes." Through various observations made in the passage the scientists

have rejected the fusion theory; they have also postulated that (main idea) the more complex eukaryotes even preceded the bacteria and archaea; the only way they can reconcile the similarity is by finding some other reason perhaps by saying that they probably came from a common ancestor. It is not correct to say that similarities would have convinced them of the truth of fusion theory; it will go against the main idea of the passage. Hence all the other options can be eliminated.

4. Option (b). The question asks you to choose the best explanation/definition of the term molecular crowding—which merely refers to the concentration. Its effects are best left out of the explanation of the term. Though the other options are correct, they do not answer the specific query. If you made a mistake here, it is because you did not pause to understand the specific nature of the query—especially because it is a scientific topic.
5. Option (b). "Bacteria and archaea may be the 'priced to move' models of eukaryotes, cells that opted out of the costly cellular gadgetry and large genomes of eukaryotes. Without these expensive extras, early bacteria could have turned their energies toward growing and reproducing faster using fewer resources." This makes option (b) the most logical comparison. Option (d) is eliminated because of the word "inferior."
6. Option (d). This passage is about cell evolution and not about evolution of organisms in general. Since Darwin view is simple to more complex life forms it excludes the "backwards, sideways, and occasionally forward" theory suggested in the passage. Hence option (a) correct—the passage supports this inference. Option (b) is, in fact, the main thesis of the passage. Option (c) is supported by the passage in the part about "Fred Raptor." Option (d) is not supported by the passage. The does not generalise the way it is stated in option (d). The passage (the highlight of the passage) is not to exclude the progressive evolution but to include even backward movement in evolutionary theory. Hence option (d) is not supported by the passage.

### Passage 26

1. Option (d). Stellar evolution is constant up to the Red Giant stage for all stars. After that depending on the mass of the star, a low mass star ends up as white dwarf and then a black dwarf, after a collapse—they do not explode into a supernova. A massive star 3 times the mass of the sun (size of the supernova explosion 1.4 to 3 times the sun) after the supernova explosion end up as neutron stars, other massive ones (more than 3 times the sun) end up as black holes. These stages are described in the passage. Hence answer option (d) is correct.

2. Option (c). The stages are described in the passage as: Giant Cloud—Protostar, Sequence Star, Red Giant, Supernova, and Black Hole. Thus the stellar evolution has five clearly defined stages after it is formed from a giant molecular cloud.
3. Option (c). A and C. The first sentence of the passage "A star's life cycle is inversely determined by its mass" supports inference B. Hence options (a) and (d) are eliminated as they contain B. Massive stars are classified into two groups by the passage: 3 times the sun, and the ones that are more than 3 times the sun—these stars end up as neutron stars or black holes. This implicitly makes the sun belong to the class of low mass stars. The passage states that Low mass stars end up as white dwarfs and then as black dwarfs. Statement D is also thus true. However, A and C are not supported by the passage. Statement A is not supported because "It takes more energy to break up the iron nucleus than that of any other element. Creating heavier elements through fusing of iron thus requires an input of energy rather than the release of energy. ... The core temperature rises to over 100 billion degrees as the iron atoms are crushed together. The repulsive force between the nuclei overcomes the force of gravity, we see as a supernova explosion." C is not supported because nuclear *fusion* sustains the main sequence stars and *not nuclear fission*.
4. Option (d). None of the physical laws are explained. Many physical laws are mentioned but is taken for granted: fusion, gravity, nuclear forces, radiation, shock wave etc., are not explained but merely mentioned. There are specific example of the sun and x-ray and gamma rays, hence option (a) is eliminated. Option (b) is eliminated because definitions are available for protostar, neutron star, main sequence stars, and Red Giant etc. Option (c) is eliminated because comparison is made between the different processes of evolution that different types of stars undergo.
5. Option (a). The passage is based on facts and it explains various processes. Option (b) is eliminated as speculative will contradict factual. Option (c) is not suitable because the passage is not revealing. Option (d) is eliminated because the passage is not edifying (inspiring).

be massive, hence inferior to option (b). Though all options are correct options (a, c) and (d) are partial and will not score in comparison to 2 which accurately describes the entire process in brief with all the key elements captured.

6. Option (c). The tone of the content of the passage—without any technical details and technical vocabulary—is meant to explain the very complex process of the formation of stars to people who are uninitiated. Hence option (c). The other options refer to people who are advanced in the study, hence such a simple passage cannot be meant for them.

7. Option (d). None of the physical laws are explained. Many physical laws are mentioned but is taken for granted: fusion, gravity, nuclear forces, radiation, shock wave etc., are not explained but merely mentioned. There are specific example of the sun and x-ray and gamma rays, hence option (a) is eliminated. Option (b) is eliminated because definitions are available for protostar, neutron star, main sequence stars, and Red Giant etc. Option (c) is eliminated because comparison is made between the different processes of evolution that different types of stars undergo.

8. Option (a). The passage is based on facts and it explains various processes. Option (b) is eliminated as speculative will contradict factual. Option (c) is not suitable because the passage is not revealing. Option (d) is eliminated because the passage is not edifying (inspiring).

# Additional Passages: Level of Difficulty 3 and 4

## ★ PASSAGE 1 (551 WORDS)

No, today's NASA announcement is not about proof of life on another world. A recent release hinting at "an astrobiology finding that will impact the search for evidence of extraterrestrial life" had bloggers abuzz the past few days with speculation that the space agency had discovered extraterrestrial life. The truth, however, is that scientists have found life on Earth that's perhaps the most "alien" organism yet seen. A new species of bacteria found in California's Mono Lake is the first known life-form that uses arsenic to make its DNA and proteins, scientists announced today. Dubbed the GFAJ-1 strain, the bacteria can substitute arsenic for phosphorus, one of the six main "building blocks" for most known life. The other key ingredients for life are carbon, hydrogen, oxygen, nitrogen, and calcium. Arsenic is toxic to most known organisms, in part because it can mimic the chemical properties of phosphorus, allowing the poison to disrupt cellular activity. The newfound bacteria, described online this week in the journal *Science*, not only tolerates high concentrations of arsenic, but also actually incorporates the chemical into its cells, the study authors found. "It's gone into all the vital bits and pieces," said study co-author Paul Davies, director of the BEYOND Centre for Fundamental Concepts in Science at Arizona State University in Tempe. While for now Earth is the only place we know that life exists, the discovery does hold implications for the search for life elsewhere in the universe, since it shows that organisms can exist in chemical environments biologists once wouldn't have imagined.

Astrobiologists found the arsenic-based bacteria while looking for a possible "second genesis" of life on Earth. The scientists were hoping to find evidence of a "shadow biosphere," sometimes called Life 2.0. Such a discovery would prove that, before life as we know it came to dominate the globe, the world had actually seen a separate, independent origin of life. "If life happened twice on one planet, it is sure to have happened on other planets around the universe," Davies said. Last year study leader Felisa Wolfe-Simon of NASA's Astrobiology Institute published a paper suggesting that one possible version of Life 2.0 would be a creature that chemically substitutes arsenic for phosphorus.

So Wolfe-Simon and colleagues took samples of bacteria from California's Mono Lake, a briny, arsenic-rich lake in a volcanic valley southeast of Yosemite National Park. The scientists cultured Mono Lake bacteria in Petri dishes, gradually increasing the amount of arsenic while reducing phosphorus. Chemical analyses with radioactive tracers showed that the GFAJ-1 strain bacteria was, in fact, using arsenic in its metabolism. "Most [organisms] die, but these live on," study co-author Davies said. Despite their oddity, however, the bacteria are genetically too similar to ordinary life to truly be descendants of a second genesis. "This is not Life 2.0," Davies said.

Still, the GFAJ-1 strain might be called the most unusual of the extremophiles, bacteria that thrive under exceptionally harsh conditions, such as high heat, high salt, and low oxygen. Prior discoveries of such bacteria involved organisms that were otherwise "very ordinary," Chris McKay, an astrobiologist at NASA's Ames Research Centre in Moffett Field, California, said in an email. "The only thing 'extreme' about them was where they lived. Biochemically they were pretty normal," said McKay, who wasn't a member of the study team.

1. It can be inferred from the passage that the scientists are fascinated by the GFAJ-1 strain of bacteria because ...
  - (a) it most likely resembles the extraterrestrial life that may be found.
  - (b) it almost proves the possibility that life exists elsewhere in the universe.
  - (c) no other known life form on earth uses phosphorous to make its DNA and proteins.
  - (d) it does not use phosphorous to make its DNA and proteins.

2. Which of the following can be advanced in support of the hypothesis that GFAJ-1 strain of bacteria is indeed Life 2.0?
  - (a) GFAJ-1 strain of bacteria does not use any of the known six key ingredients necessary for life to make its DNA and proteins.
  - (b) GFAJ-1 exists in a chemical environments not found on earth and can be termed as "descendents of a second genesis."
  - (c) GFAJ-1 strain of bacteria uses arsenic instead of phosphorous to make its DNA and proteins, and incorporates the chemical into its cells.
  - (d) GFAJ-1 strains of bacteria, though anomalous, are genetically similar to life forms that are found abundantly on the surface of the earth.
3. Which of the following descriptions best suits the new strain of bacteria discovered by the scientists at BEYOND Centre for Fundamental Concepts in Science?
  - (a) The first example of an organism that in spite of its similarity with the known life forms may suggest a version of Life 2.0.
  - (b) The first example of an extreme form of life-form in an extreme environment.
  - (c) The first example of a life form similar to what may be found elsewhere in the universe.
  - (d) The example of an astrobiology finding that will impact the search for evidence of extraterrestrial life existing on earth.

## ★ PASSAGE 2 (636 WORDS)

How should we live? Shall we aim at happiness or at knowledge, virtue, or the creation of beautiful objects? If we choose happiness, will it be our own or the happiness of all? And what of the more particular questions that face us: is it right to be dishonest in a good cause? Can we justify living in opulence while elsewhere in the world people are starving? Is going to war justified in cases where it is likely that innocent people will be killed? Is it wrong to clone a human being or to destroy human embryos in medical research? What are our obligations, if any, to the generations of humans who will come after us and to the nonhuman animals with whom we share the planet? Ethics deals with such questions at all levels.

The terms ethics and morality are closely related. It is now common to refer to ethical judgments or to ethical principles where it once would have been more accurate to speak of moral judgments or moral principles. These applications are an extension of the meaning of ethics. In earlier usage, the term referred not to morality itself but to the field of study, or branch of inquiry, that has morality as its subject matter. In this sense, ethics is equivalent to moral philosophy.

Although ethics has always been viewed as a branch of philosophy, its all-embracing practical nature links it with many other areas of study, including anthropology, biology, economics, history, politics, sociology, and theology. Yet, ethics remains distinct from such disciplines because it is not a matter of factual knowledge in the way that the sciences and other branches of inquiry are. Rather, it has to do with determining the nature of normative theories and applying these sets of principles to practical moral problems.

When did ethics begin and how did it originate? If one has in mind ethics proper—i.e., the systematic study of what is morally right and wrong—it is clear that ethics could have come into existence only when human beings started to reflect on the best way to live. This reflective stage emerged long after human societies had developed some kind of morality, usually in the form of customary standards of right and wrong conduct. The process of reflection tended to arise from such customs, even if in the end it may have found them wanting. Accordingly, ethics began with the introduction of the first moral codes.

Virtually every human society has some form of myth to explain the origin of morality. In the Louvre in Paris there is a black Babylonian column with a relief showing the sun god Shamash presenting the code of laws to Hammurabi, known as the Code of Hammurabi. The Old Testament account of God's giving the Ten Commandments to Moses on Mount Sinai might be considered as another example. In the dialogue *Protagoras* by Plato, there is an avowedly mythical account of how Zeus took pity on the hapless humans, who were physically

no match for the other beasts. To make up for these deficiencies, Zeus gave humans a moral sense and the capacity for law and justice, so that they could live in larger communities and cooperate with one another. That morality should be invested with all the mystery and power of divine origin is not surprising. Nothing else could provide such strong reasons for accepting the moral law. By attributing a divine origin to morality, the priesthood became its interpreter and guardian and thereby secured for itself a power that it would not readily relinquish. This link between morality and religion has been so firmly forged that it is still sometimes asserted that there can be no morality without religion. According to this view, ethics is not an independent field of study but rather a branch of theology.

1. According to the passage, which of the following is the major concern of ethics?
  - (a) Fundamental issues of practical decision making.
  - (b) The nature of ultimate value.
  - (c) The standards by which human actions can be judged right or wrong.
  - (d) All of the above.
2. According to the passage how does "ethics" differ from other discipline like anthropology, biology, or economics?
  - (a) Ethics is not concerned with normative principles to be applied to practical moral problems while the other branches of study are concerned with these problems.
  - (b) Ethics came into being when human beings reflected on the best ways to live, while other branches of study are not concerned with these.
  - (c) Ethics developed from the customary standards of right and wrong conduct arising from the subjects of inquiry in the other branches of study.
  - (d) Ethics is concerned with prescribing norms or standards of behavior while the other branches of study are concerned with factual knowledge.
3. According to the passage, how did the strong link between morality and religion come into being?
  - (a) The priests became the interpreters of moral codes and they would not easily relinquish their power.
  - (b) The normative theories developed in ethics were attributed to divine origins in order to gain acceptance and adherence.
  - (c) Zeus gave humans a moral sense and the capacity for law and justice, so that they could live in larger communities and cooperate with one another.
  - (d) In the reflective stages of human societies, customary standards of right and wrong were developed which became morality and religion at the same time.
4. The word "normative" in context, most closely corresponds to which of the following descriptions?
  - (a) Expressing value judgments or prescriptions as contrasted with stating facts.
  - (b) To act in accordance with prevailing standards or customs.
  - (c) To present or propose to another for review, consideration, or decision.
  - (d) Of, pertaining to, or acting on the mind, feelings, will, or character.

### ★ PASSAGE 3 (585 WORDS)

After World War I Joyce returned for a few months to Trieste, and then—at the invitation of Ezra Pound—in July 1920 he went to Paris. His novel *Ulysses* was published there on Feb. 2, 1922, by Sylvia Beach, proprietor of bookshop called "Shakespeare and Company." *Ulysses* is constructed as a modern parallel to Homer's *Odysses*. All of the action of the novel takes place in Dublin on a single day (June 16, 1904). The three central characters—Stephen Dedalus (the hero of Joyce's earlier *Portrait of the Artist*), Leopold Bloom, a Jewish advertising canvasser, and his wife, Molly Bloom—are intended to be modern counterparts of Telemachus, *Ulysses*, and Penelope. By the use of interior monologue Joyce reveals the innermost thoughts and feelings of these characters as they live hour by hour, passing from a public bath to a funeral, library, maternity hospital, and brothel.

The main strength of *Ulysses* lies in its depth of character portrayal and its breadth of humour. Yet the book is most famous for its use of a variant of the interior monologue known as the "stream-of-consciousness" technique. Joyce claimed to have taken this technique from a forgotten French writer, Édouard Dujardin, who had used interior monologues in his novel *Les Lauriers sont coupés*, but many critics have pointed out that it is at least as old as the novel, though no one before Joyce had used it so continuously. Joyce's major innovation was to carry the interior monologue one step further by rendering, for the first time in literature, the myriad flow of impressions, half thoughts, associations, lapses and hesitations, incidental worries, and sudden impulses that form part of the individual's conscious awareness along with the trend of his rational thoughts. This stream-of-consciousness technique proved widely influential in much 20th-century fiction.

Sometimes the abundant technical and stylistic devices in *Ulysses* become too prominent, particularly in the much-praised "Oxen of the Sun" chapter, in which the language goes through every stage in the development of English prose from Anglo-Saxon to the present day to symbolize the growth of a fetus in the womb. The execution is brilliant, but the process itself seems ill-advised. More often the effect is to add intensity and depth, as, for example, in the "Aeolus" chapter set in a newspaper office, with rhetoric as the theme. Joyce inserted into it hundreds of rhetorical figures and many references to winds—something "blows up" instead of happening, people "raise the wind" when they are getting money—and the reader becomes aware of an unusual liveliness in the very texture of the prose. The famous last chapter of the novel, in which we follow the stream of consciousness of Molly Bloom as she lies in bed, gains much of its effect from being written in eight huge unpunctuated paragraphs.

*Ulysses*, which was already well known because of the censorship troubles, became immediately famous upon publication. Joyce had prepared for its critical reception by having a lecture given by Valery Larbaud, who pointed out the Homeric correspondences in it and that "each episode deals with a particular art or science, contains a particular symbol, represents a special organ of the human body, has its particular colour . . . proper technique, and takes place at a particular time." Joyce never published this scheme; indeed, he even deleted the chapter titles in the book as printed. It may be that this scheme was more useful to Joyce when he was writing than it is to the reader.

1. Which of the following is the main purpose of the passage?
  - (a) To introduce James Joyce to the reader.
  - (b) To introduce *Ulysses* to the reader.
  - (c) To comment on the style and technique of *Ulysses*.
  - (d) To describe the setting in which *Ulysses* was written.
2. According to the passage, James Joyce carried the "stream of consciousness" technique one step further by...
  - (a) presenting in words an artfully edited version of the processes of the mind combining them with rational thought.
  - (b) presenting in words the processes that language itself had gone through from the ancient times to the modern.
  - (c) presenting in words an unedited flow of conscious experience through the mind.
  - (d) presenting in literature the myriad flow of impressions of the individual's conscious awareness.
3. It can be inferred from the passage that in writing *Ulysses* James Joyce...
  - A. followed a strict pattern according to which different facets of the story could fit together.
  - B. experimented with language in order to capture the interior monologue of the characters.
  - C. portrayed character by capturing the workings of the human mind.
  - (a) A and B only      (b) B and C only      (c) A, B, and C      (d) None of these

### ★ PASSAGE 4 (714 WORDS)

Eighty years ago, in the autumn of 1930, Joseph Stalin enforced a policy that changed the course of history, and led to tens of millions of deaths across the decades and around the world in a violent and massive campaign of

"collectivization". Stalin pursued collectivization despite the massive resistance that had followed when Soviet authorities first tried to introduce the policy the previous spring. The Soviet leadership had relied then upon shootings and deportations to the Gulag to pre-empt opposition. Yet Soviet citizens resisted in large numbers; Kazakh nomads fled to China, Ukrainian farmers to Poland. In the autumn, the shootings and deportations resumed, complemented by economic coercion. Individual farmers were taxed until they entered the collective, and collective farms were allowed to seize individual farmers' seed grain, used to plant the next year's harvest.

Once the agricultural sector of the USSR was collectivized, the hunger began. By depriving peasants of their land and making them de facto state employees, collective farming allowed Moscow to control people as well as their produce. Yet control is not creation. It proved impossible to make Central Asian nomads into productive farmers in a single growing season. Beginning in 1930, some 1.3 million people starved in Kazakhstan as their meagre crops were requisitioned according to central directives. In Ukraine, the harvest failed in 1931. The reasons were many: poor weather, pests, and shortages of animal power after peasants slaughtered livestock rather than losing it to the collective, shortages of tractors, the shooting and deportation of the best farmers, and the disruption of sowing and reaping caused by collectivization itself. Stalin presented the crop failure as a sign of Ukrainian national resistance, requiring firmness rather than concessions.

As famine spread that summer, Stalin refined his explanation: hunger was sabotage, local Communist activists were the saboteurs, protected by higher authorities, and all were paid by foreign spies. In the autumn of 1932, the Kremlin issued a series of decrees that guaranteed mass death. One of them cut off all supplies to communities that failed to make their grain quotas. Meanwhile, the Communists took whatever food they could find, as one peasant remembered, "down to the last little grain," and in early 1933 the borders of Soviet Ukraine were sealed so that the starving could not seek help. Dying peasants harvested the spring crops under watchtowers. More than five million people starved to death or died of hunger-related disease in the USSR in the early 1930s, 3.3 million of them in Ukraine, of which about three million would have survived had Stalin simply ceased requisitions and exports for a few months and granted people access to grain stores.

These events remain at the centre of East European politics to this day. Each November, Ukrainians commemorate the victims of 1933. But Viktor Yanukovich, the current Ukrainian president, denies the special suffering of the Ukrainian people—a nod to Russia's official historical narrative, which seeks to blur the particular evils of collectivization into a tragedy so vague that it has no clear perpetrators or victims. Raoul Lemkin, the Polish-Jewish lawyer who established the concept of "genocide" and invented the term, would have disagreed. As Lemkin knew, terror followed famine: peasants who survived hunger and the Gulag became Stalin's next victims. The Great Terror of 1937–1938 began with a shooting campaign—directed chiefly against peasants—that claimed 386,798 lives across the Soviet Union, a disproportionate number of them in Ukraine. Collectivization casts a long shadow. When Nazi Germany invaded the western Soviet Union, the Germans kept the collective farms intact, rightly seeing them as the instrument that would allow them to divert Ukrainian food for their own purposes, and starve whom they wished. After Mao made his revolution in 1948, Chinese communists followed the Stalinist model of development. This meant that some 30 million Chinese starved to death in 1958–1961, in a famine very similar to that in the Soviet Union.

Even today, collective agriculture is the basis for tyrannical power in North Korea, where hundreds of thousands of people starved in the 1990s. And in Belarus, Europe's last dictatorship, collective farming was never undone, and a former collective farm director, Aleksandr Lukashenko, runs the country. Lukashenko is running for a fourth consecutive presidential term in December. Controlling the land, he also controls the vote.

1. According to the passage, "collectivization" by Stalin did NOT mean which of the following?
  - A. Providing farmers the working capital and other financial requirements of production.
  - B. Bringing Soviet agriculture under direct state control.
  - C. Taxing the individual farmers and seizing their seeds.
  - D. Farmers pooling their resources in certain areas of activity in a cooperative.

(a) A and B only      (b) B and C only      (c) A and D only      (d) B and D only
2. Passages support the inference that...
  - A. Stalin knowingly transformed the collectivization famine in Ukraine into a campaign of politically motivated starvation.

- B. The Ukrainian famine of the 1930s was a case of Soviet genocide.
  - C. Maoist collectivization was not followed by mass shooting campaigns.
  - D. Years after the collectivization campaign, Stalin's policies exist in the world.
- (a) A and B      (b) A, B, and D      (c) B and D      (d) B, C, and D
3. Which of the following is NOT true according to the passage?
    - (a) Stalin's collectivization campaign had far reaching consequences in history.
    - (b) Stalin sealed the borders of Soviet Ukraine so that the starving could not escape or seek help.
    - (c) Beginning 1930 some 1.3 million people in Kazakhstan die owing to collectivization and crop failure.
    - (d) Maoist regime followed the Stalinist model of collectivization.
  4. Which of the following most accurately describes the style and the tone of the passage?
    - (a) Historical and foreboding.
    - (b) Factual and reassuring.
    - (c) Historical and malefic.
    - (d) Factual and sanguinary.

### ★ PASSAGE 5 (674 WORDS)

The conventional way to produce natural gas is to drill and extract it out of "traps," or folds and pockets in underground sandstone layers. Scientists have long known there was also natural gas in the soft rock layer called shale, formed by millions of years of heat and pressure from dead algae that mixed with mud at the deep bottom of ancient seas that once covered land in Pennsylvania and elsewhere. Geologists believe the gas found in sandstone traps seeped out of this rich source rock. When it became clear that gas companies were successfully tapping the largest such rock formation in North America, the Marcellus shale, in December 2007, Pennsylvania State University geologist Terry Engelder did the calculations based on 54,000 square miles of rock he gauged to be the right geological age for gas prospecting. "I remember thinking, 'Merry Christmas, America, you don't know what's out there,'" he says. "It's going to be a real treat."

Engelder had studied shales for decades. He was especially interested in learning why black shales, including the Marcellus, had a natural fracture pattern different from that of any other rock. His conclusion, back in 1990, was that the fractures were due to the shale's stores of pressurized methane, the major constituent of natural gas. Indeed, throughout the long oil and gas history of the Appalachian Mountains, where the world's first oil well was drilled in 1859, drillers have known of "shows" of gas from the shale, brief blasts that would blow methane-charged water out of the hole, or tangle the drilling lines. There was even a notorious month-long gas blowout in 1940 from a well drilled near the Pennsylvania border in Whitesville, New York. At the time, people speculated that the drillers on the Crandall Farm site had hit a fault line. But Engelder says it is clear they hit the Marcellus shale, early proof of how much gas was stored in the rock at extremely high pressure. Geologist Bill Zagorski, now a vice president of the gas company Range Resources, knew about the shale history in 2003, when he was working on a problematic well southwest of Pittsburgh. Although Range is now based in Fort Worth, Texas, the company had its roots in Ohio and the Appalachian Basin, and so had an active conventional exploration and production operation in Pennsylvania. Zagorski's division, then known as Great Lakes Energy, was aiming for a promising trap in the Oriskany sandstone, 8,500 feet below the surface, and 2,000 feet below the Marcellus shale. The Oriskany was the bread-and-butter target for the small oil and gas firms that were still making modest finds Pennsylvania. It was a decent business, although too trivial for major oil companies. But in this well, which had seemed such a good prospect, the drillers came up with nothing. "Well, nobody likes a dry hole, but it was an expensive dry hole," Zagorski says, "We were kind of at a crossroads on what to do."

Coincidentally, Zagorski had a chance to visit a geologist friend in Texas, who was studying the implications of an exciting development unfolding in the Barnett shale near Dallas-Fort Worth. Iconoclastic oilman George Mitchell, with years of effort that flew in the face of conventional industry wisdom, had earlier succeeded in coaxing gas out of the shale by hydraulic fracturing—fracking. The "slick" water frack that proved successful was different from the type the oil industry had been using for more than 50 years to get wells to produce. Mitchell used a huge volume of water and fewer of the gel-like chemicals that reduce friction. A logical step for saving money in the energy-industry bust of the late 1990s, it happened to fracture the shale more effectively. Sand mixed

into the water kept the paper-thin shale fractures propped open to allow the gas to release. In 2002, a bigger firm, Devon Energy, had purchased Mitchell's company. Now, a year later, Devon attacked the shale by combining fracking with another technique that was its specialty—horizontal drilling. The results were stupendous.

1. In the context of natural gas or oil production, why is "fracking" done?
  - (a) In order to increase or restore the rate at which gas or oil can be produced from the rock formation, water and gel-like chemicals are injected into the rocks.
  - (b) In order to produce gas or oil from the rock formation, gel-like chemicals are injected into the rock formation so that the wells can produce.
  - (c) A crack is made in the rock formation that traps gas or oil stores gel-like chemicals mixed with water is injected into the rock to create an outlet for the gas or oil.
  - (d) Water and sand mixture is injected into the natural cracks in the rock formation that holds large amounts of gas or oil, prior to horizontal digging.
  
2. Which of the following is the most suitable title for the above extract?
  - (a) A Massive Resource Unlocked.
  - (b) The Great Shale Gas Rush.
  - (c) Forcing Gas out of Rock with Water.
  - (d) The Science of Shale Gas.
  
3. Which of these companies/agencies *most likely* profited directly from the trap in the Oriskany sandstone below the Marcellus shale?
  - (a) Range Resources
  - (b) Great Lakes Energy
  - (c) Devon Energy
  - (d) Terry Engelder
  
4. Match the names correctly with the description.
 

|                    |   |
|--------------------|---|
| A. Bill Zagorski   | E. Pennsylvania State University                    |
| B. Oriskany        | F. Studied the Barnett shale near Dallas–Fort Worth |
| C. George Mitchell | G. Oil reserve                                      |
| D. Terry Engelder  | H. Geologist, Great Lakes Energy                    |

  

|                                |                                |
|--------------------------------|--------------------------------|
| (a) A – F, B – G, C – H, D – E | (b) A – E, B – G, C – H, D – F |
| (c) A – H, B – E, C – F, D – G | (d) A – H, B – G, C – F, D – E |
  
5. "...with years of effort that **flew in the face** of conventional industry wisdom..." Which of the following most accurately expresses the meaning of the highlighted idiom?
  - (a) Acted in defiance of authority or custom.
  - (b) Put up with or get used to matters as they stand.
  - (c) Hurled or propelled.
  - (d) Gave free rein to an emotion.

### ★ PASSAGE 6 (479 WORDS)

Many of the philosophers commonly described as "existentialist" have made original and decisive contributions to aesthetic thinking. In most cases, a substantial involvement in artistic practice (as novelists, playwrights, or musicians) nourished their thinking on aesthetic experience. This is true already of two of the major philosophers who inspired 20th century existentialism: Søren Kierkegaard and Friedrich Nietzsche. 20th century thinkers who at one point or another accepted the tag "existentialist" as an accurate characterisation of their thinking, and who have made the most significant contributions to aesthetics are: Albert Camus, Simone de Beauvoir, Gabriel Marcel, Maurice Merleau-Ponty, and Jean-Paul Sartre.

Existentialism owes its name to its emphasis on "existence". For all the thinkers mentioned above, regardless of their differences, existence indicates the special way in which human beings are in the world, in contrast with

other beings. For the existentialists, the human being is "more" than what it is: not only does the human being know that it is but, on the basis of this fundamental knowledge, this being can choose how it will "use" its own being, and thus how it will relate to the world. "Existence" is thus closely related to freedom in the sense of an active engagement in the world. This metaphysical theory regarding human freedom leads into a distinct approach to ontology, i.e., the study of the different ways of being.

This ontological aspect of existentialism ties it to aesthetic considerations. Existentialist thinkers believe that, under certain conditions, freedom grants the human being the capacity of revealing essential features of the world and of the beings in it. Since artistic practice is one of the prime examples of free human activity, it is therefore also one of the privileged modes of revealing what the world is about. However, since most of the existentialists followed Nietzsche in the conviction that "God is dead," art's power of revelation is to a large extent devoted to expressing the absurdity of the human condition. For the existentialists, the world is no longer hospitable to our human desire for meaning and order.

This ontological approach to art underpins some of the most distinctive features of existentialist aesthetics. Because it views art in terms of "revelation," it favours representative art and is suspicious of formalist avant-gardes. And because it grounds expressive capacity on the notion of human freedom, it demands that artistic representation be strongly informed by ethical and political concerns. This is why at times existentialist aesthetics can appear out of touch with the aesthetic avant-gardes of the 20th century.

Some of the existentialists wrote substantial analyses about different art forms and how they can be compared, elaborating something like a "system of the arts" similar to that of classical aesthetics. All the existential thinkers, with the exception of Merleau-Ponty, thought that the form that best enabled the revelatory potential of art was the theatre, followed by the novel.

1. Which of the following best describes the emphasis of this passage?
  - (a) Ontological aspect of existentialism.
  - (b) The theatre and the novel of the Absurd.
  - (c) The ontological approach to art.
  - (d) Existentialism and freedom.
  
2. According to the passage, why is existentialist art based on "revelation"?
  - (a) Existentialists believed that human beings were essentially "free" and artistic activity is one of the prime examples of free human activity.
  - (b) Existentialists believed that "God is dead", hence the world is no longer hospitable to the desire for meaning and order.
  - (c) Existentialists believed that human existence was essentially free and this freedom meant an active engagement in the world.
  - (d) Existentialists' belief in the freedom of human beings, under certain circumstances, granted them the capacity of revealing the essential features of the world and the beings in it.
  
3. According to the passage, why is most existentialist art devoted to expressing the absurdity of the human condition?
  - (a) According to the existentialists human condition was marked by absolute freedom, and art was an expression of this freedom.
  - (b) 20<sup>th</sup> century existentialism was majorly inspired and influenced by Friedrich Nietzsche's conviction that the universe was essentially without any absolute meaning.
  - (c) Since the existentialists claimed absolute freedom to human existence, their artistic expression had to be strongly ethical and political.
  - (d) None of the above.
  
4. Which of the following is NOT supported by the passage?
  - (a) Most existentialist artists were playwrights and novelists.
  - (b) Aesthetic considerations of existentialism arose from a study of different ways of being.
  - (c) Existentialist art dealt with ethical and political themes.
  - (d) Existentialist philosophers believed that the human condition was devoid of any meaning.

## ★ PASSAGE 7 (629 WORDS)

Patience and good eyesight are what you need to finish this 900-page gargantua of Latin American fiction. But it's well worth persevering: 2666 has the power to mesmerise, and was justifiably hailed as a masterwork on its publication in Spanish in 2004. The author, Roberto Bolaño, had died one year earlier, at the age of 50, while waiting for a liver transplant in a hospital in Spain. His stock has risen since his death in 2003, and he is now recognised as a modern master. Born in Chile in 1953, he chose to reject the "magical realism" associated with García Marquez in Colombia, and fashion a darker, more astringent fiction. Nazi Literature in the Americas, his bleakest novel, found a lugubrious comedy in human failings. By Night in Chile, his most accessible work, was set partly during the 1973–1990 junta under General Pinochet. 2666 is composed of a bewildering multiplicity of half-finished novels, anecdotes, life stories and Tristam Shandy-like digressions, each contained within another like Russian dolls. At the book's centre is an elusive (fictional) German writer called Benno von Archimboldi. Virtually nothing is known about him, other than that he is Nobel Prize material. Where he lives, what he looks like, remain a mystery. He has become the subject of literary conferences, though, and attracted legions of academic admirers. The literary and sexual escapades of three "Archimboldians" (French, Italian and Spanish respectively) and their English admirer constitute the opening sections of 2666. On a whim, the four journey to Mexico in search of Archimboldi (there have been sightings of him in the desert borderlands near Arizona). They fail to find their quarry and, after a few pages, disappear from view.

With a few deft strokes, Bolaño conjures a sense of dread as he chronicles next the descent into madness of a Chilean professor of literature, Oscar Amalfitano, who lives with his teenage daughter Rosa in the Mexican border city of Santa Teresa. The city is modelled on Ciudad Juárez, made infamous during the 1990s for a series of unsolved sex crimes. As in Juárez, the bodies of hundreds of women are found dumped in the municipal rubbish tips and industrial parks on Santa Teresa's outskirts. Drawn by the serial killings, a black American sports journalist called Oscar Faith arrives in Santa Teresa. One night at a party he gets caught up in the city's underbelly of narco crime, nightclubs and murder, and saves Rosa from likely rape or worse. An air of mystery drives the book forward. In the final section, "The Part of Archimboldi", details at last emerge of the writer's life. He was born in Prussia to Jew-hating parents of humble birth. During the war he served in the Wehrmacht as Hans Reiter, adopting his Italianate pseudonym on deciding to become a writer. When, finally, we return to the "horrible city" of Santa Teresa, the identity of the chief suspect in the killings is revealed to us as a 40-year-old German drifter and computer expert named Klaus Haas...

The disparate strands of the novel now cohere, yet the Santa Teresa murders are not resolved conclusively. 2666, a detective novel without a solution, contains much dark philosophical humour, wickedly effective pastiche and pages of gutsy, irreverent boisterousness (not to mention peculiar sex). Along the way, Bolaño indulges a wide range of interests from hip-hop to Marcel Duchamp, snuff movies and the cinema of David Lynch. These digressions are rarely tedious. Among other things, 2666 offers an apology for the novel as a vast network that links all things, no matter how trivial or disparate. It is a marvellous gallimaufry of the funny, fabulist and, at times, oddly beautiful. All human life is contained in these burning pages, and Natasha Wimmer deserves a medal for her fluent translation.

1. Which of the following best describes the reviewer's attitude towards 2666?
  - (a) Adulation
  - (b) Sycophantism
  - (c) Fawning
  - (d) Aspersion
  
2. The novel 2666, according to the reviewer...
  - A. is a bleakly realistic account of the life in Santa Teresa with its under belly of narco and sex crimes.
  - B. captures the life story of a German novelist Benno von Archimboldi.
  - C. is made up of several unfinished novels.
  - D. is the life story of the Chile born writer Roberto Bolaño.
  
3. The reviewer of 2666 cites which of the following as a weakness of the novel?
  - A. Its Tristam Shandy-like digressions.
  - B. Its dark and astringent realism.

- C. Its English translation from Spanish.
  - D. Its bewildering multiplicity of anecdotes.
  - (a) A only
  - (b) A and D
  - (c) B and C
  - (d) None of these.
4. Which of the following is NOT true about 2666?
    - (a) Oscar Amalfitano is one of its characters.
    - (b) It deals with the depressing comedy of human failings.
    - (c) Its various anecdotes are packed one within the other as a Russian doll.
    - (d) Benno von Archimboldi is the pseudonym adopted by its protagonist.

## ★ PASSAGE 8 (852 WORDS)

Many public-policy decisions are based on implicit assumptions about "human nature," and it is currently popular to speculate about how evolution might have shaped human behaviour and psychology. But this raises some important questions: are humans continuing to evolve—and, if so, is our basic biological nature changing—or has modern culture stopped evolution? For some traits, we do not have to speculate—we can measure and compare on the basis of studies covering thousands of individuals over several generations. Such studies have not yet been done on most of the traits where speculation is popular, but they have been done on some traits of medical interest. What have we learned? Scientists are taking two approaches. In one, they sequence the DNA of particular genes in many individuals with or without some determined health condition and look for differences between the two groups. This genetic approach measures effects that have accumulated over hundreds to thousands of generations, and the message is clear: humans have evolved in these respects fairly recently, some in one direction, some in another, depending on their environment and other conditions encountered. From this approach, we have learned, for example, that the ability to digest milk as adults evolved within the last 10,000 years—and several times—in cultures that domesticated sheep, goats, or cattle. Similar studies have taught us that sensitivity to alcohol consumption and resistance to diseases like malaria and leprosy also evolved within the last several thousand years.

Some scientists, I included, have taken a different approach. Instead of looking for changes in genes that take many generations to accumulate until they can be detected, we have measured natural selection directly. This method can reveal selection in action, working over periods of time as short as one generation—so that it can answer the question of whether modern culture has stopped evolution. The message of this approach is also clear: natural selection continues to operate in modern cultures. Whether it will operate consistently enough for a long enough time to produce significant genetic change can be answered only by future generations. Nevertheless, it is interesting to see in what direction natural selection is starting to shape us. Some of the answers are surprising. We measured natural selection operating on women in Framingham, Massachusetts, where a long-term medical study on heart disease produced the data that we used. The women were born between 1892 and 1956. We found significant selection and projected that if it continued for ten generations, the women would evolve to be about two centimetres shorter and have their first child about five months earlier.

This is a surprising result, because women in developed countries have become taller thanks to better nutrition, and are having children later in life for many reasons, some of them cultural. So what is going on here? Three things: First, we know that giving birth for the first time when younger carries a cost in increased infant mortality, but modern medicine and hygiene have strikingly reduced infant mortality, reducing the cost of younger age at first birth. We therefore expect a shift toward earlier reproduction, because the costs previously associated with doing so have disappeared—exactly what we found in Framingham. And we expect those younger women to be shorter simply because they have had less time to grow. In five other cases, scientists found women in developed countries maturing earlier, in two of them at smaller size (in the other three cases, size was not measured). It is too early to say that this is a general trend, but right now, all signs point that way. Second, we measured the effects of natural selection by noting that women who were shorter and first gave birth when younger had more children. But genes are only one of many factors that influence height and age at first birth. Personal decisions, nutrition, income level, education, and religious affiliation all enter the mix. When we estimated how much of the variation

among individuals could be attributed to biology, the answer was less than 5%. That left 95% of the variation to be explained by the effects of culture and individual decisions. But, while the effects of biology on the traits that we measured are relatively small for humans living in complex modern cultures, even small effects, when repeated consistently, will accumulate. Third, traits like these are always the result of interactions between genes and environment.

If evolution took its steady course and changed the genetic basis of height and age at first birth, we might not see women ten generations later who were shorter and matured earlier, for the effects of nutrition and culture could more than compensate for the genetic change. As a colleague of mine likes to put it, one good school-lunch program could be enough to obscure the biological effects. Even when we focus on a simple physical trait like height, natural selection in humans turns out to be a multifaceted and nuanced process. Similar studies on human behaviour and psychology, where causation is more complex, remain beyond our grasp. In such cases, silence may be wiser than speculation.

1. "One good school-lunch program could be enough to obscure the biological effects." Which of the following best supports this argument?
  - (a) Evolutionary biologists estimate the contribution of genes to variation in height among individuals is not more than 5%.
  - (b) Evolutionary biologists estimate the contribution of culture and personal decision to variation in height among individuals to be about 5%.
  - (c) Evolutionary scientists attribute the variation in height among individuals almost completely to the genes as opposed to cultural and psychological factors.
  - (d) The women who gave birth first at a young age were found to be taller and than those who gave birth first when they were older.
  
2. The writer is most likely to agree with which of the following with respect to the "the currently popular speculation about how evolution might have shaped human behaviour and psychology"?
  - (a) Studies have more or less established the causal relationship between evolution and human behaviour and psychology.
  - (b) Scientists have more or less accurately established the direct causal relationship between genes and evolution notwithstanding modern culture.
  - (c) It is beyond our capacity to comprehend how evolution might have influenced our behaviour and psychology as the causal relationship between the two is extremely complex.
  - (d) Genetic studies establish that ten generations later women will be shorter and will have their first child earlier.
  
3. According to the passage, what was proved by the study undertaken on women in Framingham, Massachusetts?
  - (a) We are still evolving.
  - (b) Modern culture significantly alters the way we evolve.
  - (c) Modern culture neutralises the operation of biological evolution.
  - (d) There is hardly any interaction between genes and environment.
  
4. The writer of this passage is most likely a scholar in
 

|                  |                     |             |               |
|------------------|---------------------|-------------|---------------|
| (a) Anthropology | (b) Anthropobiology | (c) Ecology | (d) Cosmology |
|------------------|---------------------|-------------|---------------|
  
5. Which of the following is an example for the interaction between genes and environment?
  - (a) A woman who has her first birth very young is shorter than average because she has genes that would make her short.
  - (b) A woman who has genes that would make her taller is shorter than average because of malnourishment.
  - (c) Women in developed countries are taller thanks to better nutrition, and are having children later in life.
  - (d) A female infant in a poor country lives longer because of modern medicine and hygiene specially provided to her.

### ★ PASSAGE 9 (576 WORDS)

Antitrust laws aim to stop abuses of market power by big companies and, sometimes, to prevent corporate mergers and acquisitions that would create or strengthen a monopolist. There have been big differences in antitrust policies both among countries and within the same country over time. This has reflected different ideas about what constitutes a monopoly and, where there is one, what sorts of behaviour are abusive. In the United States, monopoly policy has been built on the Sherman Antitrust Act of 1890. This prohibited contracts or conspiracies to restrain trade or, in the words of a later act, to monopolize commerce. In the early 20th century this law was used to reduce the economic power wielded by so-called "robber barons", such as JP Morgan and John D. Rockefeller, who dominated much of American industry through huge trusts that controlled companies' voting shares. Du Pont chemicals, the railroad companies and Rockefeller's Standard Oil, among others, were broken up. In the 1970s the Sherman Act was turned against IBM, and in 1982 it secured the break-up of AT&T's nationwide telecoms monopoly.

In the 1980s a more laissez-faire approach was adopted, underpinned by economic theories from the Chicago school. These theories said that the only justification for antitrust intervention should be that a lack of competition harmed consumers, and not that a firm had become, in some ill-defined sense, too big. Some monopolistic activities previously targeted by antitrust authorities, such as predatory pricing and exclusive marketing agreements, were much less harmful to consumers than had been thought in the past. They also criticized the traditional method of identifying a monopoly, which was based on looking at what percentage of a market was served by the biggest firm or firms, using a measure known as the herfindahl-hirschman index. Instead, they argued that even a market dominated by one firm need not be a matter of antitrust concern, provided it was a contestable market. In the 1990s American antitrust policy became somewhat more interventionist. A high-profile lawsuit was launched against Microsoft in 1998. The giant software company was found guilty of anti-competitive behaviour, which was said to slow the pace of innovation. However, fears that the firm would be broken up, signalling a far more interventionist American antitrust policy, proved misplaced. The firm was not severely punished.

In the UK, antitrust policy was long judged according to what policymakers decided was in the public interest. At times this approach was comparatively permissive of mergers and acquisitions; at others it was less so. However, in the mid-1980s the UK followed the American lead in basing antitrust policy on whether changes in competition harmed consumers. Within the rest of the European Union several big countries pursued policies of building up national champions, allowing chosen firms to enjoy some monopoly power at home which could be used to make them more effective competitors abroad. However, during the 1990s the European Commission became increasingly active in antitrust policy, mostly seeking to promote competition within the EU. In 2000, the EU controversially blocked a merger between two American firms, GE and Honeywell; the deal had already been approved by America's antitrust regulators. The controversy highlighted an important issue. As globalization increases, the relevant market for judging whether market power exists or is being abused will increasingly cover far more territory than any one single economy. Indeed, there may be a need to establish a global antitrust watchdog, perhaps under the auspices of the world trade organization.

1. It can be inferred from the passage that antitrust is...
  - (a) a government policy to prevent monopoly.
  - (b) a government policy for dealing with monopoly.
  - (c) law used to reduce the domination of large corporate.
  - (d) law for regulating the economic power of huge trusts.
  
2. The adoption of the Chicago school of economic theory impacted antitrust in which of the following ways?
  - (a) The antitrust laws became more rigid with government interference regulation as the underlying principle.
  - (b) The antitrust laws became laissez-faire with no government interference and regulation of business and economy.
  - (c) The antitrust laws became more liberal with minimal government interference and regulation to protect consumer interests.
  - (d) The herfindahl-hirschman index was used to determine whether the competition and the increase of market power of a firm made it a monopoly.

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3. The lawsuit in 1998 against Microsoft under antitrust was significant in which of the following ways?
- The Chicago school theory that even a market dominated by one firm need not be a matter of antitrust concern was proved false.
  - The anti-competitive behaviour of Microsoft could be dealt with and led to the breaking up of Microsoft.
  - As Microsoft was not severely punished, it allayed the fears of a more interventionist American antitrust policy.
  - As Microsoft was not severely punished, American antitrust trust policy became more liberal and became redundant.
4. According to the passage, what does the current European antitrust policy highlight?
- It brings into focus the need for a global antitrust watchdog under the aegis of WTO.
  - It highlights the issue that in a global market the market power of a company and the application of antitrust laws cannot be decided by a single country.
  - It highlights the conflict between America and the European Union in an increasing globalizing world.
  - It highlights the fact that America is still following a protectionist policy for its domestic industries and antitrust policy is not strictly adhered to.

## ★ PASSAGE 10 (419 WORDS)

A gene therapy technique which aims to ease memory problems linked to Alzheimer's disease has been successfully tested in mice. The US scientists used it to increase levels of a chemical which helps brain cells signal to each other. This signalling is hindered in Alzheimer's disease, the journal Nature reported. The Alzheimer's Research Trust said the study suggested a way to keep nerve cells in the brain communicating. Ageing populations in many countries around the world mean that Alzheimer's disease and other forms of dementia are set to increase. Researchers at the Gladstone Institute of Neurological Disease in San Francisco believe that boosting the brain chemical, a neurotransmitter called EphB2, could help reduce or even prevent some of the worst effects of the condition. Their research suggests that the chemical plays an important role in memory, and is depleted in Alzheimer's patients. One of the most noticeable features about the brains of Alzheimer's patients is the build-up of "plaques" of a toxic protein called amyloid. Over time this leads to the death of brain cells. However, another characteristic of amyloid is its apparent ability to bind directly to EphB2, reducing the amount available to brain cells, which could in part explain the memory symptoms involved. To test this idea, they used gene therapy experiments to artificially reduce and increase the amount of available EphB2 in the brains of mice. When levels of the chemical were reduced, healthy mice developed memory symptoms similar to those seen in mice bred to have a condition similar to Alzheimer's. Conversely, when the "Alzheimer's" mice were given gene therapy which boosted levels of EphB2, their memory symptoms disappeared. Dr Lennart Mucke, who led the study, said that his team had been "thrilled" to find this. "We think that blocking amyloid proteins from binding to EphB2, and enhancing EphB2 levels or functions with drugs might be of benefit in Alzheimer's disease." However UK researchers said that the find, while interesting, did not offer a swift answer to Alzheimer's patients. Rebecca Wood, chief executive of the Alzheimer's Research Trust, said: "Our brains are hugely complex and understanding how they work and become damaged by diseases like Alzheimer's is a massive task." This research adds a piece to the Alzheimer's puzzle and provides new leads for researchers. "It suggests a way to keep nerve cells in the brain communicating, which is vital for thinking and memory." But she added: "We don't know yet if these findings will lead to a new treatment for Alzheimer's—that's some way off."

- Which of the following best introduces the passage?
- US scientists have found potential new treatment for Alzheimer's disease by boosting levels of a chemical, EphB2.
  - US scientists have found that boosting levels of a chemical, EphB2, improves nerve cell function in mice with Alzheimer's and highlight potential new treatment targets.

- (c) US scientists have found that boosting levels of a chemical, EphB2, improves nerve cell function and memory in people with Alzheimer's disease.
- (d) US scientists have found that boosting levels of a chemical, EphB2, improves nerve cell function and memory in mice with Alzheimer's.
2. According to the passage, which of the following is the function of EphB2 in a normal brain?
- It is the chemical in the brain that is responsible for thinking and memory.
  - It binds with amyloid to prevent the plaques from developing.
  - It helps the nerve cells in the brain in communicating with each other.
  - It prevents the death of the brain cells.
3. According to the passage, which of the following most accurately expresses the reason why the new research may not lead to a treatment for Alzheimer's disease?
- Gene therapy as an area is still under study and there has been no instance of its success so far, hence a gene therapy for Alzheimer's disease is still some way off.
  - The cause of Alzheimer's disease is not yet fully understood; hence, treating the memory loss aspect may only be partial without the root cause being addressed.
  - EphB2 and its contribution to the prevention of memory loss and brain cell activity have only been tested in mice; the working of the human brain may not be the same or similar.
  - There is no conclusive knowledge about how the brain is damaged by Alzheimer's disease; hence, the study may not lead to practical solutions.

## ★ PASSAGE 11 (671 WORDS)

In its early days, socialism was a revolutionary movement of which the object was the liberation of the wage-earning classes and the establishment of freedom and justice. The passage from capitalism to the new régime was to be sudden and violent: capitalists were to be expropriated without compensation, and their power was not to be replaced by any new authority. Gradually a change came over the spirit of socialism. In France, socialists became members of the government, and made and unmade parliamentary majorities. In Germany, social democracy grew so strong that it became impossible for it to resist the temptation to barter away some of its intransigence in return for government recognition of its claims. In England, the principal activities of the Fabian society consisted in the furtherance of its goal of socialism through the education of the public along socialist lines by means of meetings, lectures, discussion groups, conferences, and summer schools; carrying out research into political, economic, and social problems; and publishing books, pamphlets, and periodicals.

The method of gradual reform has many merits as compared to the method of revolution, and I have no wish to preach revolution. But gradual reform has certain dangers, to wit, the ownership or control of businesses hitherto in private hands, and by encouraging legislative interference for the benefit of various sections of the wage-earning classes. I think it is at least doubtful whether such measures do anything at all to contribute toward the ideals which inspired the early socialists and still inspire the great majority of those who advocate some form of socialism. Let us take as an example such a measure as state purchase of railways. This is a typical object of state socialism, thoroughly practicable, already achieved in many countries, and clearly the sort of step that must be taken in any piecemeal approach to complete collectivism. Yet I see no reason to believe that any real advance toward democracy, freedom, or economic justice is achieved when a state takes over the railways after full compensation to the shareholders.

Economic justice demands a diminution, if not a total abolition, of the proportion of the national income which goes to the recipients of rent and interest. But when the holders of railway shares are given government stock to replace their shares, they are given the prospect of an income in perpetuity equal to what they might reasonably expect to have derived from their shares. Unless there is reason to expect a great increase in the earnings of railways, the whole operation does nothing to alter the distribution of wealth. This could only be effected if the present owners were expropriated, or paid less than the market value, or given a mere life-interest as compensation. When full value is given, economic justice is not advanced in any degree. There is

equally little advance toward freedom. The men employed on the railway have no more voice than they had before in the management of the railway, or in the wages and conditions of work. Instead of having to fight the directors, with the possibility of an appeal to the government, they now have to fight the government directly; and experience does not lead to the view that a government department has any special tenderness toward the claims of labour. If they strike, they have to contend against the whole organized power of the state, which they can only do successfully if they happen to have a strong public opinion on their side. In view of the influence which the state can always exercise on the press, public opinion is likely to be biased against them, particularly when a nominally progressive government is in power. There will no longer be the possibility of divergences between the policies of different railways. Railway men in England derived advantages for many years from the comparatively liberal policy of the North Eastern Railway, which they were able to use as an argument for a similar policy elsewhere. Such possibilities are excluded by the dead uniformity of state administration.

1. Which of the following is the best title for the passage?
  - (a) Pitfalls of Socialism
  - (b) Pitfalls of Gradual Reform towards Socialism
  - (c) Socialism and Economic Justice
  - (d) Socialism and Democracy
2. It can be inferred from the passage that the Fabians, in order to achieve socialism ...
  - (a) preferred reform against revolution, and conciliatory bargaining against antagonism.
  - (b) preferred reform against revolution, and expropriation of property as against conciliatory bargaining.
  - (c) preferred revolution against reform, and conciliatory bargaining against expropriation.
  - (d) preferred revolution against reform, and a sudden and violent change to socialism.
3. Which of the following reasons is/are advanced by the writer as the demerits of gradual reform?
  - A. State ownership or control of businesses after full compensation to share holders.
  - B. Expropriation of shares.
  - C. The government machinery becomes a formidable adversary for the workers.
  - D. The uniformity of the state administration.
    - (a) A, B, and C
    - (b) A, C, and D
    - (c) B only
    - (d) None of these
4. It is the writer's belief that a piecemeal approach to collectivism does not ...
  - (a) ensure economic justice.
  - (b) further the cause of democracy.
  - (c) help realize the ideals of early socialists.
  - (d) All of the above.
5. "But gradual reform has certain dangers, **to wit**, the ownership or control ..." "to wit" in the context means which of the following?
  - (a) to come to know
  - (b) with humour
  - (c) to reason
  - (d) namely

#### ★ PASSAGE 12 (584 WORDS)

Amongst the 68 teeming million citizens of India who belong to tribal groups, Indian tribal religious concepts, terminologies, and practices are as wide-ranging as the hundreds of tribes. However, member of these groups possess one thing in common: they believe in the constant insistence to remain united under religious faiths and customs. Most of the insistence, however, comes from the process of consolidation within a national political and economic system that brings tribes into increasing reach with other groups and uncountable prestigious belief systems. On the whole, those tribes that remain geographically separated in desert, hill, and forest regions or on islands are able to retain their traditional cultures and religions for a longer period of time.

The Naga tribes live in the mountains of north-east India. They believe in a specific earthquake God who created the earth out of the waters by earthquakes. The sons of this God now watch over mankind and punish those who perform wrong deeds. Religious life in this Indian tribe is quite quaint and secretive, compared to the others. Other deities without name or form reside in the mountains, forests, rivers, and lakes, who need mollifying, for their hostile attitude to men. Omens and dreams are also generally believed in. Witchcraft is widely practised and some men are also believed to have the capability to turn into tigers. Some tribal groups sacrifice dogs or pigs when making a wood carving; otherwise the carver will soon fall ill or die. This most likely belongs to the older tradition of only allowing a man to carve a human figure in a morung (bachelors' dormitory) when he had taken a head. Head-hunting was a significant practice, since fertile crops depended on a sprinkling of blood from a stranger over the fields. Reincarnation is believed by many Naga tribes and the dead are buried in the direction from which their ancestors have arrived. The doctrine of genna (tabu) involves the entire social groups: villages, clans, households, age groups, sex groups, in a series of rituals that are regularly practised; this genna ritual is also the result of an emergency such as an earthquake.

The Bhils are one of the largest tribes of western India, living in parts of Rajasthan, Gujarat, and Maharashtra. Many Bhils are Hinduises. Religious life amongst this Indian tribe is known to be much varied and curious. There exists a myth of descent from a tiger ancestor. The Jhabua Bhil and others believe in Bhagavan or BholoIswor, who is a personal supreme God. They also believe in minor deities who have shrines on hills or underneath the trees. Worship of Bhagavan is generally performed at the settlements central sanctuary. There lies a human-oriented cult of the dead amongst the Bhils, whose main ritual is named Nukto and is practised in front of a dead person's house. Nukto purifies the spirit of the dead and merges it with Bhagavan. GothrizPurvez is the collective ancestor. The perception of a spirit-rider is crucial in Nukto and GothrizPurvez accompanies the spirit on part of its journey to the after-world.

Many tribes in India demonstrate considerable syncretism with Hinduism, like the Kadugollas of Karnataka, who worship gods such as Junjappa, Yattappa, Patappa, and Cittappa. In reality they are more devoted to Shiva, who dominates their festivals and religious observances. Local deities are still of significance, though, the Bedanayakas of Karnataka worship Papanayaka. This deity is supposed to have lived 300–400 years ago as a holy man among them and who performed miracles.

1. According to the passage, which of the following is NOT true?
  - (a) Common religious faiths and customs unite the various tribal groups in India.
  - (b) Tribal groups living in isolation retain their unique customs and faiths for longer periods.
  - (c) Tribal groups lose their unique customs and faiths when brought into the mainstream India.
  - (d) None of these.
2. What is this passage about?
  - (a) Life of Indian tribes.
  - (b) Religious life of Indian tribes.
  - (c) Tribal concepts and practices.
  - (d) The Nagas of north-east and the Bhils of western India.
3. According to the passage, which of the following is/are true about the Nagas of the north-east?
  - A. They are head-hunters and practice human sacrifice to appease their gods.
  - B. They practice their religious belief more often individually and privately.
  - C. They practice prohibition imposed by social custom or as a protective.
  - D. They worship mountains, forests, and other natural phenomena.
    - (a) A, B, C, and D
    - (b) B, C, and D
    - (c) C and D
    - (d) A, B, and D
4. According to the passage, the GothrizPurvez of the Bhils is which of the following?
  - (a) The leader (head) of the tribe also called a spirit rider.
  - (b) The supreme God.
  - (c) The spirit from which the tribe has descended.
  - (d) The purified spirit of the dead Bhil that merges with Bhagavan.

5. Which of the following descriptions most closely correspond to the meaning of “syncretism” in the context? (the last paragraph, first line)
- The fusion of two or more originally different inflectional forms.
  - The combination of different forms of belief or practice
  - The attempted reconciliation with a common enemy.
  - The principles or practice of producing fantastic or incongruous imagery or effects.

### ★ PASSAGE 13 (900 WORDS)

Modern physics and cosmology suggest that basic truths about how nature operates, and how our universe arose, are visible only to those who can see events that occur faster than the time it takes for light to cross a proton, and whose vision can resolve sub-nuclear distances. Fortunately, that does not rule out humans, for we can augment the eyes we were born with. The Large Hadron Collider (LHC) rises to the opportunity. By smashing protons together with unprecedented energy, monitoring the many particles that emerge from the collisions, and reconstructing the primary events that produced them, physicists will in effect have constructed the fastest, highest-resolution microscope ever, with each proton taking a snapshot of the other's interior. The LHC is a magnificent engineering project, whose many “gee-whiz” features have been widely reported. I will forego all that, and skip to the chase: what can we hope to see?

We will see what the universe was like when it was a thousandth of a second old, in the earliest moments of the Big Bang. The primary events at the LHC are in effect Little Bangs, tiny fireballs that reproduce Big Bang conditions, albeit over very small volumes. This re-creation of the early universe opens up an exciting possibility. We know that the universe today contains a form of matter, the so-called dark matter, that is different from anything we have ever observed. The dark matter is actually not dark in the usual sense, but utterly transparent. It neither emits nor absorbs light significantly, which is why astronomers failed to notice it for millennia, even though dark matter contributes five times as much to the total mass of the universe as normal matter. It was only in the late twentieth century that careful study of the motion of normal, visible matter revealed the gravitational influence of lots of otherwise invisible stuff. Because the original Big Bang produced dark matter, the LHC's Little Bangs might produce some more. So experimenters will be looking for new particles with the right properties to provide the astronomical dark matter: very long-lived and very feebly interacting with ordinary matter or light. There is a good chance, then, that we will learn what that ubiquitous, abundant, yet elusive substance is.

Imagine a race of intelligent fish that start to think deeply about the world. For millennia, their ancestors took their watery environment for granted; to them, it was “emptiness” as empty as they could conceive. But, after studying some mechanics and using their imaginations, the physicist-fish realize that they could deduce much simpler laws of motion by supposing that they are surrounded by a medium (water!) that complicates the appearance of things. We are those fish. We have discovered that we can get a much simpler set of equations for fundamental physics by supposing that what we ordinarily perceive as empty space is actually a medium. We have observed the effects of the “water” that we use to simplify our equations—it slows down particles, and makes them heavy—but we do not know what it is made out of. The LHC will allow us to discern the microscopic structure of the universal medium. The simplest idea is that it is made out of one new kind of particle, the so-called “Higgs particle,” but I suspect that there is more to it. (One gets prettier equations with five new particles, and there might be even more.)

In the 1860s, James Clerk Maxwell assembled the equations for electricity and magnetism, as they were then known, and discovered an inconsistency. He repaired the inconsistency by adding new terms to the equations. The augmented equations, today known as the Maxwell equations, described a unified theory of electricity and magnetism. The new equations showed that light is a moving, self-renewing disturbance in electrical and magnetic fields, and they predicted that new kinds of disturbances are possible. Today we call those disturbances radio waves, microwaves, infrared and ultraviolet radiation, x-rays, and gamma rays. We use them to communicate, cook, and diagnose, and cure disease. The unified theory of electromagnetism has led to profound advances across all physical science, from atomic physics (where lasers and masers are essential tools) to cosmology (where the microwave background radiation is our window on the Big Bang). Our current understanding of physics is

powerful and accurate, as far as it goes, but it is not as beautiful and coherent as it should be. We have separate equations for four forces: strong, weak, electromagnetic, and gravitational. This jumble recalls the piecemeal equations of electricity and magnetism before Maxwell.

Some of us have proposed expanded equations that unify the different forces. These expanded equations, which incorporate an idea called supersymmetry, predict many new effects. A couple of the predicted effects have already been observed (for experts: tiny neutrino masses and unification of couplings). But, as Carl Sagan observed, “extraordinary claims require extraordinary evidence,” while here the existing evidence is still circumstantial. Fortunately, these ideas for a new unification predict that extraordinary things will be seen at the LHC. If so, a whole new world of particles will be discovered: each currently known particle will have a heavier relative—its superpartner—with different, but predictable, properties. Such are my hopes and expectations for the LHC. Other speculations for what might be seen abound; they include extra dimensions of space, strings instead of particles, and mini-black holes. Very likely, reality will outrun apprehension.

- The author expects his/her reader to be which of the following?
  - Quantum physicists
  - Physics students
  - Research students
  - Laymen
- It can be inferred from the passage the writer is a...
  - Scientist
  - Cosmologist
  - Physicist
  - Cosmologist
- “This jumble recalls the piecemeal equations of electricity and magnetism before Maxwell.” Through this sentence the writer is trying to signify which of the following?
  - We need a unified equation for four forces: strong, weak, electromagnetic, and gravitational for a better understanding of physics.
  - Our current understanding of physics is inaccurate in the absence of a theory that unifies the four forces in the universe.
  - We can easily observe an inconsistency in the equations dealing with the four forces; these are badly in need of some repair work the way Maxwell did.
  - Quantum theories as they are today are in early stages of development and have to undergo much repair work before we can have an adequate understanding of the world.
- According to the passage, which of the following is/are the prime objective of the Large Hadron Collider?
  - An effort to recreate on a tiny scale conditions similar to those of the earliest moments of the origin of the universe.
  - An effort to create particles generally known as antimatter.
  - An effort to produce empirical evidence that may lead to the unified theory of the four forces.
  - All of the above.
- The example of the “race of intelligent fish” serves which of the following purposes in the essay?
  - It acts as a smooth transitional device between two disparate elements in the essay.
  - It helps explain the abstract concepts that are crucial to the understanding of the essay.
  - It states in understandable terms the theme of the essay.
  - None of these.
- The tone of the passage is...
  - cheerful
  - optimistic
  - skeptical
  - lugubrious

### ★ PASSAGE 14 (523 WORDS)

The word “knowledge” and its cognates are used in a variety of ways. One common use of the word “know” is as an expression of psychological conviction. For instance, we might hear someone say, “I just knew it wouldn't rain, but then it did.” While this may be an appropriate usage, philosophers tend to use the word “know” in a

factive sense, so that one cannot know something that is not the case. Even if we restrict ourselves to factive usages, there are still multiple senses of “knowledge,” and so we need to distinguish between them. One kind of knowledge is procedural knowledge, sometimes called competence or “know-how;” for example, one can know how to ride a bicycle, or one can know how to drive from Washington, D.C. to New York. Another kind of knowledge is acquaintance knowledge or familiarity; for instance, one can know the department chairperson, or one can know Philadelphia.

Epistemologists typically do not focus on procedural or acquaintance knowledge, however, instead preferring to focus on propositional knowledge. A proposition is something which can be expressed by a declarative sentence, and which purports to describe a fact or a state of affairs, such as “Dogs are mammals,” “It is wrong to murder innocent people for fun.” A proposition may be true or false; that is, it need not actually express a fact. Propositional knowledge, then, can be called knowledge-that; statements of propositional knowledge, or the lack thereof, are properly expressed using “that”-clauses, such as “He knows that Houston is in Texas.”

Propositional knowledge, obviously, encompasses knowledge about a wide range of matters: scientific knowledge, geographical knowledge, mathematical knowledge, self-knowledge, and knowledge about any field of study whatever. Any truth might, in principle, be knowable, although there might be unknowable truths. One goal of epistemology is to determine the criteria for knowledge so that we can know what can or cannot be known, in other words, the study of epistemology fundamentally includes the study of meta-epistemology—what we can know about knowledge itself.

We can also distinguish between different types of propositional knowledge, based on the source of that knowledge. Non-empirical or *a priori* knowledge is possible independently of, or prior to, any experience, and requires only the use of reason; examples include knowledge of logical truths such as the law of non-contradiction, as well as knowledge of abstract claims, such as ethical claims or claims about various conceptual matters. Empirical or *a posteriori* knowledge is possible only subsequent, or posterior, to certain sense experience, in addition to the use of reason; examples include knowledge of the colour or shape of a physical object or knowledge of geographical locations. Some philosophers, called rationalists, believe that all knowledge is ultimately grounded upon reason; others, called empiricists, believe that all knowledge is ultimately grounded upon experience. A thorough epistemology should, of course, address all kinds of knowledge, although there might be different standards for *a priori* and *a posteriori* knowledge.

We can also distinguish between individual knowledge and collective knowledge. Social epistemology is the subfield of epistemology that addresses the way that groups, institutions, or other collective bodies might come to acquire knowledge.

1. Which of the following clusters is true about the types of knowledge mentioned in the passage?
  - (a) *A priori* knowledge, *posteriori* knowledge, individual knowledge, collective knowledge, procedural knowledge, acquaintance knowledge, propositional knowledge.
  - (b) Procedural knowledge, logical knowledge, propositional knowledge, *a priori* knowledge, *posteriori* knowledge, individual knowledge, collective knowledge.
  - (c) Procedural knowledge, acquaintance knowledge, systemic knowledge, *a priori* knowledge, *posteriori* knowledge, individual knowledge, collective knowledge.
  - (d) Procedural knowledge, empirical knowledge, propositional knowledge, *a priori* knowledge, *posteriori* knowledge, individual knowledge, collective knowledge.
  
2. According to the passage, “if dogs are mammals” is propositional knowledge, how will the following (statements i. and ii.) be classified?
  - i.  $2 + 2 = 7$
  - ii. She does not know that the square root of 81 is 9.
 

|                                |                             |
|--------------------------------|-----------------------------|
| (a) i. procedural knowledge    | ii. collective knowledge    |
| (b) i. propositional knowledge | ii. propositional knowledge |
| (c) i. individual knowledge    | ii. empirical knowledge     |
| (d) i. empirical knowledge     | ii. propositional knowledge |

3. According to the passage the study of epistemology is basically a theory ....
  - (a) of knowledge of abstract claims, such as ethical claims or claims about various conceptual matters.
  - (b) of the multiple senses of knowledge, with reference to their distinction and validity.
  - (c) that encompasses knowledge about a wide range of matters, and knowledge about any field of study whatever.
  - (d) of the nature and grounds of knowledge with reference to its limits and validity.
  
4. Which of the following will qualify to be an example of *a priori* knowledge?
 

|                        |   |
|------------------------|---|
| A. $5 + 2 = 7$         | B. It is unjust to punish an innocent person. |
| C. The room is bright. | D. There are four people in this room.        |
| (a) A and D            | (b) A and B                                   |
|                        | (c) B and C                                   |
|                        | (d) C and D                                   |

### ★ PASSAGE 15 (493 WORDS)

There is no general agreement regarding the causes of the breakdown of Harappan urban society. Broadly speaking, the principal theories thus far proposed fall under four headings. The first is gradual environmental change, such as a shift in climatic patterns and consequent agricultural disaster, perhaps coinciding with rapid population growth. Second, some scholars have postulated more precipitous environmental changes, such as tectonic events leading to the flooding of Mohenjo-daro, the drying up of the Saravati River, or other such calamities. Third, it is conceivable that human activities, such as invasions of tribes people from the hills to the west of the Indus Valley, perhaps even Indo-Aryans, contributed to the breakdown of Indus external trade links or more directly disrupted the cities. The fourth theory posits the occurrence of an epidemic or similar agent of devastation.

It is still far from certain at what date the urban society broke down. The decline probably occurred in several stages, perhaps over a century or more; the period between about 2000 and 1750 BC is a reasonable estimation. The collapse of the urban system does not necessarily imply a complete breakdown in the life-style of the population in all parts of the Indus region, but it seems to have involved the end of whatever system of social and political control had preceded it. After this date the cities, as such, and many of their distinctively urban traits—the use of writing and of seals and a number of the specialized urban crafts—disappear. The succeeding era, which lasted until about 750 BC, may be considered as post-Harappan or perhaps better as “post-urban.”

In Sindh, the Post-Urban phase is recognizable in the Jhukar culture at Chanhudaro and other sites. Here certain copper or bronze weapons and tools appear to be of “foreign” type and may be compared with examples from farther west (Iran and Central Asia); a different, but parallel, change is seen at Pirak, not far from Mehrgarh. In the Rann of Kachchh and Saurashtra there appears to have been a steady increase in the number of settlements, but all are small and none can compare with such undoubtedly Harappan cities as Dholavira. In this region, however, the distinctive “foreign” metal elements are less prominent.

In the Sarasvati valley there is a very interesting development: here, the early Post-Urban stage is associated with the pottery known from the so-called Cemetery H at Harappa. This coincides with a major reduction in both the number and size of settlements, suggesting a deterioration in the environment. In eastern Punjab, too, there is a disappearance of the larger, urban sites but no comparable reduction in the number of smaller settlements. This is also true of the settlements farther east in the Ganges-Yamuna valleys. It is probably correct to conclude that, in each of these areas during the Post-Urban Period, material culture exhibited some tendency to develop regional variations, sometimes showing continuations of features already present during the Pre-Urban and Urban phases.

1. What significance does the writer attribute to the “interesting development” in the Sarasvati valley?
  - (a) The archaeological evidence in the Sarasvati valley most likely points to the slow and steady deterioration of the urban culture rather than an abrupt end.
  - (b) The archaeological evidence in the Sarasvati valley most probably suggests the arrival of Indo-Aryans on the scene even during the urban period.
  - (c) The reduction in both the size and the number of settlements suggests a complete breakdown in the life-style of the population in all parts of the Indus region.
  - (d) All of the above.

## II.202 ♦ READING COMPREHENSION

2. What is the main purpose of the passage?  
(a) An endeavour to trace the slow and steady decline of the Harappan culture.  
(b) A brief description of the end of the Harappan culture and the post-urban developments.  
(c) An analysis of the various factors that might have contributed to the end of the Harappan culture.  
(d) An attempt to reconcile the diverse views about the decline and end of the Harappan culture.
3. According to the passage ...  
A. It appears that some complex of natural forces compromised the fabric of society of the Harappan culture and that subsequent human intervention hastened its disappearance.  
B. It is likely that an impoverished agricultural base due to over-exploitation, or a succession of devastating floods wiped out the Harappan culture.  
C. In the aftermath of the Indus Civilization's collapse, regional cultures emerged, to varying degrees showing the influence of the Indus Civilization.  
D. Most likely tectonic events leading to the flooding of Mohenjo-daro and the drying up of the Sarasvatī river, or other such calamities led to the end of the Indus civilization.  
(a) A and B                    (b) B, C, and D                    (c) A and C                    (d) All of the above
4. Which of the following is NOT advanced as a reason for the decline and end of Indus civilization?  
A. Population growth                    B. Natural calamities  
C. Loss of social and political control                    D. Invasion by foreigners  
(a) A and D                    (b) C only                    (c) B and D                    (d) None of these

# Answers and Explanations: Level of Difficulty 3 and 4

## ANSWER KEYS

### Passage 1

1. (d)      2. (c)      3. (b)

### Passage 2

1. (d)      2. (d)      3. (b)      4. (a)

### Passage 3

1. (b)      2. (c)      3. (c)

### Passage 4

1. (c)      2. (b)      3. (c)      4. (a)

### Passage 5

1. (a)      2. (c)      3. (b)      4. (d)      5. (a)

### Passage 6

1. (c)      2. (d)      3. (b)      4. (d)

### Passage 7

1. (a)      2. (a)      3. (d)      4. (b)

### Passage 8

1. (a)      2. (c)      3. (a)      4. (d)      5. (b)

### Passage 9

1. (b)      2. (c)      3. (c)      4. (b)

### Passage 10

1. (b)      2. (c)      3. (d)

### Passage 11

1. (a)      2. (a)      3. (b)      4. (d)      5. (e)

### Passage 12

1. (a)      2. (b)      3. (b)      4. (c)      5. (b)

### Passage 13

1. (d)      2. (c)      3. (a)      4. (d)      5. (b)      6. (b)

### Passage 14

1. (a)      2. (b)      3. (d)      4. (b)

### Passage 15

1. (a)      2. (b)      3. (b)      4. (d)

## EXPLANATIONS

### Passage 1

1. Option (d). The normal building blocks of life as we know it are: six elements including phosphorous as listed in the passage. This strain of bacteria do not use phosphorous; instead use arsenic (poisonous to all known life on earth) making it a previously unknown life for completely different form life as we know it. Hence scientists are fascinated. Option (b) is incorrect that it does not prove as stated. It merely points to the fact that life elsewhere in the universe, if existing, can be completely different from what we know. Option (c) is contrary to the passage (all life forms other than GFAJ-1 use phosphorous).
2. Option (c). "Last year study leader Felisa Wolfe-Simon of NASA's Astrobiology Institute published a paper suggesting that *one possible version of Life 2.0 would be a creature that chemically substitutes arsenic for phosphorus.*" Though the passage rules out that AFAJ-1 Is Life 2.0, a possible definition of Life 2.0 is available in the passage in the above sentence. Option (d) fulfils this criterion. Option (d) is contrary to the passage. Option (b) is erroneous in "not found on earth"—it is found on earth. Option (a) is erroneous as passage states that the bacteria only substitute arsenic for phosphorous. Other elements are the same.
3. Option (b). The last two paragraphs quite clearly imply this by comparing the other extremophiles with GFAJ-1. Chemical analyses showed that they were "unusual" of extremophiles. Extremophiles lived in harsh conditions but were not different form the other life forms; hence extreme life form and extreme environment are both true about GFAJ-1. Option (a) is contrary to the passage. Option (c) is wrong in "what may be found..." Option (d) is wrong in "extraterrestrial life existing on earth,"—which is ridiculous.

### Passage 2

1. Option (d). All of the above. The first paragraph of the passage mentions all these. Hence all are correct. The specific questions raised in the first paragraph are generalized in each of the statements in the options. A careful reading of the first paragraph in the light of it being equated with morality will make all options correct.
2. Option (d). The answer is quite clearly stated in the third paragraph and explicit in the last lines of the third paragraph.
3. Option (b). This is stated in the last paragraph. "That morality should be invested with all the mystery and power of divine origin is not surprising. Nothing else could provide such strong reasons for accepting the

moral law. By attributing a divine origin to morality..." Option (d) is factually incorrect.

4. Option (a). *Normative* means prescriptive or prescribing rules or standards.

### Passage 3

1. Option (b). The passage does not contain enough data about James Joyce's life to justify option (a). The commentary on the style or technique is brief and not the prime purpose of the passage option (c). There is hardly anything in the passage about the setting option (d). The passage briefly introduces the novel to the reader.
2. Option (c). The word "unedited" in option (c) makes it different from option (d) and describes in brief "the myriad flow of impressions, half thoughts, associations, lapses and hesitations, incidental worries, and sudden impulses that form part of the individual's conscious awareness along with the trend of his rational thoughts." Option (d) is merely a description of "stream consciousness" in general.
3. Option (c). Different parts of the passage make all the statements correct. The last paragraph referring to the scheme makes statement A correct. The part about huge paragraphs without punctuation makes statement B correct. The first line of the second paragraph makes (c) correct.

### Passage 4

1. Option (c). The passage states that farmers became state employees and individual farmers were first forced, and then deported or killed if they resisted the collective. These things make B and C incorrect, and A and D correct—hence A and D becomes the answer.
2. Option (b). Second paragraph supports A. The third paragraph, "Rafal Lemkin ... = would have disagreed" supports statement B. C is not supported by the passage. Passage does not say anything about the shooting campaign in Mao's China. (Historically, Maoist collectivization also was followed by shooting campaign.) The last paragraph supports D.
3. Answer Option (c). The passage mentions only about the starving of 1.3 million people in Kazakhstan and not about the deaths or crop failures. Hence option (c) is not true. Other options are more or less directly stated in the passage.
4. Option (a). Events are described from the point of view of history—beginning "Eighty years ago, in the..." etc., but becomes foreboding when contemporary societies are mentioned.

### Passage 5

1. Option (a). Only (a) option answers the question "why" fracking is done. Though option (c) and (d) may be factually correct, they don't answer the question why, but merely describe "what" is fracking.
2. Option (c). Option (a) is too general and misses the theme of the passage (Gas). Option (b) misses out completely on the fracking aspect. Option (d) is also too broad and misses on the water injection aspect which the short extract emphasizes.
3. Option (b). This is an inference question. The wells owned by Great Lakes Energy in the Oriskany regions were dry; that is when Zagorski who handled Great Lakes met Mitchell—the expert in fracking to make dry wells produce—*most likely Great Lakes succeeded in fracking with Mitchell's help* (he was successful earlier and then he sold his company to Devon Energy) and profited because the passage is hopeful about fracking: "the Marcellus shale, ... Terry Engelder did the calculations based on 54,000 square miles of rock ... 'Merry Christmas, America, you don't know what's out there,' he says. 'It's going to be a real treat.' Devon—Option (c)—in the passage has nothing to do with the Oriskany region.
4. Option (d). All are explicitly stated in the passage.
5. Option (a). The correct meaning of the idiom "to fly in the face of" is expressed in option (a).

### Passage 6

1. Option (c). The passage talks about the existentialist philosophers' approach to art. According to them man's existence (in a godless universe) was meaningless and art should hence deal with the ethical and political considerations of that existence. Hence option (c) best describes the main concern of the passage.
2. Option (d). Existentialists believed that human beings were essentially free (without a god) and art was one of the prime examples of free human activity; hence art has the capacity for "revealing" what human existence is and the world. This idea is most accurately expressed in option (d). The others are partially true and are not sufficient to answer the reason why existentialist art was "revelatory."
3. Option (b). The answer is stated in the third paragraph. "However, since most of the existentialists followed Nietzsche in the conviction that 'God is dead,' art's power of revelation is to a large extent devoted to expressing the absurdity of the human condition."
4. Option (d). "For the existentialists, the world is no longer hospitable to our human desire for meaning and order" briefly is the existentialist philosophy—this does not mean what is stated in option (d). On the contrary, existential philosophers create different

meaning for existence—freedom etc.; hence "devoid of any meaning" is incorrect. Other options are supported by different parts of the passage.

### Passage 7

1. Option (a). Adulation means admiration. Fawning means to seek attention by cringing. Sycophantism also has similar connotations. Aspersion is slander or blame. "But it's well worth persevering: 2666 has the power to mesmerize, and was justifiably hailed as a masterwork..." makes option (a) correct.
2. Option (a). The second paragraph explicitly states statement A. The first and the third paragraph tell us statements B and C. Nowhere in the passage does the reviewer mention how far or how much the novel is the life story of the writer.
3. Option (d). The last paragraph states that the digressions are "rarely tedious" eliminating A. The first paragraph only states that Bolano rejected the "magical realism" of Garcia Marquez and fashioned a "darker, more astringent fiction." Nowhere does the reviewer comment that it is a weakness. B is thus eliminated. The last sentence eliminates C. The last paragraph states "The disparate strands of the novel now cohere...," thus it is not seen as a weakness. Hence option (d).
4. Option (b). The passage mentions, "Nazi Literature in the Americas, his bleakest novel, found a lugubrious comedy in human failings," hence it is not true about 2666. The other options can be found in different parts of the passage. During the war he (Archimboldi) served in the Wehrmacht as Hans Reiter, adopting his Italianate pseudonym on deciding to become a writer." This makes option (b) true.

### Passage 8

1. Option (a). First, the sentence means that cultural/environmental factors (example: *good school-lunch* or nutrition) can obscure biological effects. The option has to support this argument; on analysis, option (a) states the same thing—that genes do not play any significant role (not more than 5%) in the variation in height. The other factors that impact the height—could be *a good school lunch!* Once this is understood, analysis of other options will show that all of them, by implication, weaken the argument.
2. Option (c). The first sentence and the last few sentences of the passage make option (c) completely correct. "Many public-policy decisions are based on implicit assumptions about 'human nature,' and it is currently popular to speculate about how evolution might have shaped human behaviour and psychology." And "... studies on human behaviour and psychology, where causation is more complex, remain beyond our grasp.

# Past CAT Passages

## CAT 2008

### ★ PASSAGE 1

To summarize the Classic Maya collapse, we can tentatively identify five strands. I acknowledge, however, that Maya archaeologists still disagree vigorously among themselves—in part, because the detailed archaeological studies are available for only some Maya sites; and because it remains puzzling why most of the Maya heartland remained nearly empty of population and failed to recover after the collapse and after re-growth of forests.

With those caveats, it appears to me that one strand consisted of population growth outstripping available resources: a dilemma similar to the one foreseen by Thomas Malthus in 1798 and being played out today in Rwanda, Haiti, and elsewhere. As the archaeologist David Webster succinctly puts it, “Too many farmers grew too many crops on too much of landscape.” Compounding that mismatch between population and resource was the second strand: the effects of deforestation and hillside erosion, which caused a decrease in the amount of useable farmland at a time when more rather than less farmland was needed, and possibly exacerbated by an anthropogenic drought resulting from deforestation, by soil nutrient depletion and other soil problem, and by the struggle to prevent bracken ferns from overrunning the fields.

The third strand consisted of increased fighting, as more and more people fought over fewer resources. Maya warfare, already endemic, peaked just before the collapse. That is not surprising when one reflects that at least five million people, perhaps many more, were crammed into areas smaller than US state of Colorado (104,000 square miles). That warfare would have decreased further the amount of land available for agriculture, by creating no-man’s lands between principalities where it was now unsafe to farm. Bringing matters to a head was the strand of climate change. The drought at the time of the Classic collapse was not the first drought that the Maya had lived through, but it was the most severe. At the time of previous drought there were still uninhabited parts of Maya landscape, and people at a site affected by drought could save themselves by moving to another site. However, by the time of the classic collapse the landscape was now full; there was no useful unoccupied land in the vicinity on which to begin anew, and the whole population could not be accommodated in the few that continued to have reliable water supplies.

As our fifth strand, we have to wonder why the kings and nobles failed to recognize and solve these seemingly obvious problems undermining their society. Their attention was evidently focused on their short-term concerns of enriching themselves, waging wars, erecting monuments, competing with each other, extracting enough food from the peasants to support all those activities. Like most leaders throughout human history, the Maya kings and nobles did not heed long-term problems, in so far as they perceived them.

Finally, while we still have some other past societies to consider before we switch our attention to the modern world, we must already be struck by some parallels between the Maya and the past societies. As on Mangareva, the Maya environmental and population problems led to increasing warfare and civil strife. Similarly, on Easter Island and at Chaco Canyon, the Maya peak population numbers were followed swiftly by political and social collapse. Paralleling the eventual extension of agriculture from Easter Island’s coastal lowland to its uplands, and from the Mimbres floodplain to the hills, Copan’s inhabitants also expanded from the floodplain to the more fragile hill slope, leaving them with a larger population to feed when the agricultural boom in the hills went bust. Like Easter Island chiefs erecting ever larger statues, eventually crowned by pukao, and like Anasazi elite treating themselves to necklaces of 2,000 turquoise beads, Maya kings sought to outdo each other with more impressive temples, covered with thicker and thicker plaster—reminiscent in turn of the extravagant conspicuous consumption by modern American CEOs. The passivity of Easter chiefs and Maya kings in the face of the real big threats to their societies completes our list of disquieting parallels. (665 words)

1. According to the passage, which of the following best represents the factor that has been cited by the author in the context of Rwanda and Haiti?
  - (a) Various ethics groups competing for land and other resources.
  - (b) Various ethics groups competing for limited land resources.
  - (c) Various ethics groups fighting with each other.
  - (d) Various ethics groups competing for political power.
  - (e) Various ethics groups fighting for their identity.
2. By an anthropogenic drought, the author means
  - (a) A drought caused by lack of rains.
  - (b) A drought caused due to deforestation.
  - (c) A drought caused by failure to prevent bracken ferns from overrunning the fields.
  - (d) A drought caused by actions of humans beings.
  - (e) A drought caused by climate changes.
3. According to the passage, the drought at the time of Maya collapse had a different impact compared to the droughts earlier because.
  - (b) The Maya kings continued to be extravagant when common people were suffering.
  - (d) It happened at the time of collapse of leaderships among Mayas.
  - (c) It happened when the Maya population had occupied all available land suited for agriculture.
  - (d) It was followed by internecine warfare among Mayans.
  - (e) Irreversible environmental degradation led to this drought.
4. According to the author, why is it difficult to explain the reason for Maya Collapse?
  - (a) Copan inhabitants destroyed all records of that period.
  - (b) The constant deforestation and hillside erosion have wiped out all trace of the Maya kingdom.
  - (c) Archaeological sites of Mayas do not provide any consistent evidence.
  - (d) It has not been possible to ascertain which of the factors best explains as to why the Maya civilization collapsed.
  - (e) At least five million people were crammed into small area.
5. Which factor has not been cited as one of the factors causing the collapse of Maya society?
  - (a) Environmental degradation due to excess population.
  - (b) Social collapse due to excess population.
  - (c) Increased warfare among Maya people.
  - (d) Climate change.
  - (e) Obsession of Maya population with their own short-term concerns.

### ★ PASSAGE 2

A remarkable aspect of art of the present century is the range of concepts and ideologies which it embodies. It is almost tempting to see a pattern emerging within the art field—or alternatively imposed upon it *a posteriori*—similar to that which exists under the umbrella of science where the general term covers a whole range of separate, though interconnecting, activities. Any parallelism is however—in this instance at least—misleading. A scientific discipline develops systematically once its bare tenets have been established, named and categorized as conventions. Many of the concepts of modern art, by contrast have resulted from the almost accidental meeting of group of talented individual at certain times and certain places. The ideas generated by these chance meeting had twofold consequences. Firstly, a corpus of work would be produced which, in great part, remains as a concrete record of the events. Secondly, the ideas would themselves be disseminated through many different channels of communication—seeds that often bore fruit in contexts far removed from their generation. Not all movements were exclusively concerned with innovation. Surrealism, for instance, claimed to embody a kind of insight

which can be present in the art of many periods. This claim has been generally accepted so that a sixteenth century painting by Spranger or a mysterious photograph by Atget can legitimately be discussed in surrealist terms. Briefly, then, the concepts of modern art are of many different (often fundamentally different) kinds and resulted from the exposures of painters, sculptors and thinkers to the more complex phenomena of the twentieth century, including our ever increasing knowledge of the thought and products of earlier centuries. Different groups of artists would collaborate in trying to make sense of a rapidly changing world of visual and spiritual experience. We should hardly be surprised if no one group succeeded completely, but achievements, through relative, have been considerable. Landmarks have been established—concrete statements of position which give a pattern to a situation which could easily have degenerated into total chaos. Beyond this, new language tools have been created for those who follow—semantic system which can provide a springboard for future explorations.

The codifying of art is often criticized. Certainly one can understand that artists are wary of being pigeon-holed since they are apt to think of themselves as individuals—sometimes with good reason. The notion of self-expression, however, no longer carries quite the weight it once did; objectivity has its defenders. There is good reason to accept the ideas codified by artists and critics, over the past sixty years or so, as having attained the status of independent existence—an independence which is not without its own value. The time factor is important here. As an art movement slips into temporal perceptiveness, it ceases to be a living organism—becoming, rather, a fossil. This is not to say that it becomes useless or uninteresting. Just as a scientist can reconstruct the life of a prehistoric environment from the messages codified into the structure of a fossil, so can an artist decipher whole webs of intellectual and creative possibility from the recorded structure of a “dead” art movement. The artist can match the creative patterns crystallized into this structure against the potentials and possibilities of his own time. As T.S. Eliot observed, no one starts anything from scratch; however consciously you may try to live in the present, you are still involved with a nexus of behaviour patterns bequeathed from the past. The original and creative person is not someone who ignores these patterns, but someone who is able to translate and develop them so that they conform more exactly to his—and our—present needs. (613 words)

6. Many of the concepts of modern art have been the product of
  - (a) Ideas generated from planned deliberation between artists, painters and thinkers.
  - (b) The dissemination of ideas through the state and its organizations.
  - (c) Accidental interaction among people blessed with creative muse.
  - (d) Patronage by the rich and powerful that supported art.
  - (e) Systematic investigation, codification and conventions.
7. In the passage, the word “fossil” can be interpreted as
  - (a) an art movement that has ceased to remain interesting or useful.
  - (b) an analogy from the physical world to indicate a historic art movement.
  - (c) an analogy from the physical world to indicate the barrenness of artistic creations in the past.
  - (d) an embedded codification of pre-historic life.
  - (e) an analogy from the physical world to indicate the passing of an era associated with an art movement.
8. In the passage, which of the following similarities between science and art may lead to erroneous conclusion?
  - (a) Both, in general, include a gamut of distinct but interconnecting activities.
  - (b) Both have movements not necessarily concerned with innovation.
  - (c) Both depend on collaboration between talented individuals.
  - (d) Both involve abstract thought and dissemination of ideas.
  - (e) Both reflect complex priorities of the modern world.
9. The range of concept and ideologies embodied in the art of the twentieth century is explained by
  - (a) The existence of movement such as surrealism.
  - (b) Landmark which give a pattern to the art history of the twentieth century.
  - (c) New language tools which can be used for future explorations into new areas.

- (d) The fast changing world of perceptual and transcendental understanding.
  - (e) The quick exchange of ideas and concepts enabled by efficient technology.
10. The passage uses an observation by T.S. Eliot to imply that...
    - (a) Creative processes are not ‘original’ because they always borrow from the past.
    - (b) We always carry forward the legacy of the past.
    - (c) Past behaviours and thought processes recreate themselves in the present and get labelled as ‘original’ or ‘creative’.
    - (d) ‘Originality’ can only thrive in a ‘greenhouse’ insulated from the past biases.
    - (e) ‘Innovations’ and ‘original thinking’ interpret and develop on past thoughts to suit contemporary needs.

### ★ PASSAGE 3

When I was little, children were bought two kinds of ice-cream, sold from those white wagons with canopies made of silvery metal: either the two-cent or the four-cent ice-cream pie. The two-cent cone was very small, in fact it could fit comfortably into a child’s hand, and it was made by taking the ice-cream from its container with a special scoop and piling it on the cone. Granny always suggested I eat only a part of the cone, then throw away the pointed end, because it had been touched by the vendor’s hand (though that was the best part, nice and crunchy, and it was regularly eaten in secret, after a pretence of discarding it).

The four-cent pie was made by a special little machine, also silvery, which pressed two disks of sweet biscuit against a cylindrical section of ice cream. First you had to thrust your tongue into the gap between the biscuits until it touched the central nucleus of ice cream; then, gradually, you ate whole thing, the biscuit surface softening as they became soaked in creamy nectar. Granny had no advice to give here; in theory the pie had been touched only by the machine; in practice, the vendor had held them in his hand while giving them to us, but it was impossible to isolate the contaminated area.

I was fascinated, however, by some of my peers, whose parents bought them not a four-cent pie but two two-cent cones. These privileged children advanced proudly with one cone in their right hand and one in their left; and expertly moving their head from side to side, they licked first one, then the other. This liturgy seemed to me so sumptuously enviable, that many times I asked to be allowed to celebrate it, in vain. My elders were inflexible: a four-cent ice, yes but two two-cent ones, absolutely no.

As anyone can see, neither mathematics nor economy nor dietetics justified this refusal. Nor did hygiene, assuming that in due course the tips of both cones were discarded. The pathetic, and obviously mendacious, justification was that a boy concerned with turning his eyes from one cone to the other was more inclined to stumble over stones, steps or cracks in the pavement. I dimly sensed that there was another secret justification, cruelly pedagogical, but I was unable to grasp it.

Today, citizen and victim of a consumer society, a civilization of excess and waste (which the society of the thirties was not), I realize that those dear and now departed elders were right. Two two-cent cones instead of one at four cents did not signify squandering, economically speaking, but symbolically they surely did. It was for this precise reason that I yearned for them: because two ice creams suggested excess. And this was precisely why they were denied to me: because they looked indecent, an insult to poverty, a display of fictitious privilege, a boast of wealth. Only spoiled children ate two cones at once, those children who in fairy tales were rightly punished, as Pinocchio was when he rejected the skin and the stalk. And parents, who encouraged this weakness, appropriate to little parvenus, were bringing up their children in the foolish theatre of “I’d like to but can’t.” They were preparing them to turn up at tourist-class check-in with a fake Gucci bag bought from a street peddler on the beach at Rimini.

Nowadays the moralist risks seeming at odds with morality, in a world where the consumer civilization now wants even adults to be spoiled, and promises them always something more, from the wristwatch in the box of detergent to the bonus bangle sheathed, with the magazine it accompanies, in a plastic envelope. Like the parents of those ambidextrous gluttons I so envied, the consumer civilization pretends to give more, but actually gives, for four cents, what is worth four cents. You will throwaway the old transistor radio to purchase the new one, that

boasts an alarm clock as well, but some inexplicable defect in the mechanism will guarantee that the radio lasts only a year. The new cheap car will have leather seats, double side mirrors adjustable from inside, and a panelled dashboard, but it will not last nearly so long as the glorious old Fiat 500, which, even when it broke down, could be started again with a kick.

The morality of the old days made Spartans of us all, while today's morality wants all of us to be Sybarites. (750 words)

11. Which of the following cannot be inferred from the passage?

- (a) Today's society is more extravagant than the society of the 1930s.
- (b) The act of eating two ice cream cones is akin to a ceremonial process.
- (c) Elders rightly suggested that a boy turning eyes from one cone to the other was more likely to fall.
- (d) Despite seeming to promise more, the consumer civilization gives away exactly what the thing is worth.
- (e) The consumer civilization attempts to spoil children and adults alike.

12. In the passage, the phrase "little parvenus" refers to

- |                      |                     |
|----------------------|---------------------|
| (a) Naughty midgets. | (b) Old hags.       |
| (c) Arrogant people. | (d) Young upstarts. |
| (e) Foolish kids.    |                     |

13. The author pined for two-cent cones instead of one four-cent pie because

- |                             |                                |
|-----------------------------|--------------------------------|
| (a) It made dietetic sense. | (b) It suggested intemperance. |
| (c) It was more fun.        | (d) It had a visual appeal.    |
| (e) He was a glutton.       |                                |

14. What does the author mean by "nowadays the morality risks seeming at odds with morality"?

- (a) The moralists of yesterday have become immoral today.
- (b) The concept of morality has changed over the years.
- (c) Consumerism is amoral.
- (d) The risks associated with immorality have gone up.
- (e) The purist's view of morality is fast becoming popular.

15. According to the author, the justification for refusal to let him eat two cones was plausibly

- |               |                |                |
|---------------|----------------|----------------|
| (a) Didactic. | (b) Dietetic.  | (c) Dialectic. |
| (d) Diatonic. | (e) Diastolic. |                |

#### ★ PASSAGE 4

Language is not a cultural artefact that we learn the way we learn to tell time or how the federal government works. Instead, it is a distinct piece of the biological makeup of our brains. Language is a complex, specialized skill, which develop in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently. For these reasons some cognitive scientists have described language as a psychological faculty, a mental organ, a neural system, and a computational module. But I prefer the admittedly quaint term "instinct". It conveys the idea that people know how to talk in more or less the sense that spider know how to spin webs. Web-spinning was not invented by some unsung spider genius and does not depend on having had the right education or on having an aptitude for architecture or the construction trades. Rather, spider spin spider webs because they have spider brains, which give them the urge to spin and the competence to succeed. Although there are differences between webs and words, I will encourage you to see language in this way, for it helps to make sense of the phenomena we will explore.

Thinking of language as an instinct inverts the popular wisdom, especially as it has been passed down in the canon of the humanities and social sciences. Language is no more a cultural invention than is upright posture.

It is not manifestation of a general capacity to use symbols: a three-year-old, we shall see, is a grammatical genius, but is quite incompetent at the visual arts, religious iconography, traffic signs, and the other staples of the semiotics curriculum. Though language is a magnificent ability unique to *Homo sapiens* among living species, it does not call for sequestering the study of human from the domain of biology, for a magnificent ability unique to a particular living species is far from unique in the animal kingdom. Some kinds of bats home in on flying insects using Doppler sonar. Some kinds of migratory birds navigate thousands of miles by calibrating the position of the constellation against the time of day and year. In nature's talent show, we are simply a species of primate with our act, a knack for communicating information about 'who did what to whom' by modulating the sound we make when we exhale.

Once you begin to look at language not as the ineffable essence of human uniqueness but as a biological adaptation to communication information, it is no longer as tempting to see language as an insidious shaper of thoughts, and, we shall see, it is not. Moreover, seeing language as one of nature's engineering marvels—an organ with "that perfection of structure and co-adaptation which justly excites our admiration," in Darwin's words—gives us a new respect for your ordinary Joe and the much-maligned English language (or any language). The complexity of language, from the scientist's point of view, is part of our biological birthright; it is not something that parents teach their children or something that must be elaborated in school—as Oscar Wilde said, "Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught." A preschooler's tacit knowledge of grammar is more sophisticated than the thickest style manual or the most state-of-the-art computer language system, and the same applies to all healthy human beings, even the notorious syntax-fracturing professional athlete and the, you know, like, inarticulate teenage skateboarder. Finally, since language is the product of a well-engineered biological instinct, we shall see that it is not the nutty barrel of moneys that entertainer-columnists make it out to be.

16. According to the passage, which of the following does not stem from popular wisdom on language?

- (a) Language is the cultural artefact.
- (b) Language is the cultural invention.
- (c) Language is learnt as we grow.
- (d) Language is unique to *Homo sapiens*.
- (e) Language is a psychological faculty.

17. Which of the following can be used to replace the "spiders know how to spin webs" analogy as used by the author?

- (a) A kitten learning to jump over a wall.
- (b) Bees collecting nectar.
- (c) A donkey carrying a load.
- (d) A horse running a Derby.
- (e) A pet dog protecting its owner's property.

18. According to the passage, which of the following is unique to human being?

- (a) Ability to use symbols while communicating with one another.
- (b) Ability to communicate with each other through voice modulation.
- (c) Ability to communicate information to other member of the species.
- (d) Ability to used sound as means of communication.
- (e) All of the above.

19. According to the passage, complexity of language cannot be taught by parents or at school to children because

- (a) Children instinctively know language.
- (b) Children learn the language on their own.
- (c) Language is not amenable to teaching.
- (d) Children know language better than their teachers or parents.
- (e) Children are born with the knowledge of semiotics.

20. Which of the following best summarizes the passage?
- Language is unique to *Homo sapiens*.
  - Language is neither learnt nor taught.
  - Language is not a cultural invention or artefact as it is made out.
  - Language is instinctive ability of human being.
  - Language is use of symbols unique to human beings.

**CAT 2007****★ PASSAGE 1**

Human biology does nothing to structure human society. Age may enfeeble us all, but cultures vary considerably in the prestige and power they accord to the elderly. Giving birth is a necessary condition for being a mother, but it is not sufficient. We expect mothers to behave in maternal ways and to display appropriately maternal sentiments. We prescribe a clutch of norms or rules that govern the role of a mother. That the social role is independent of the biological base can be demonstrated by going back three sentences. Giving birth is certainly not sufficient to be a mother but, as adoption and fostering show, it is not even necessary!

The fine detail of what is expected of a mother or a father or a dutiful son differs from culture to culture, but everywhere behaviour is coordinated by the reciprocal nature of roles. Husbands and wives, parents and children, employers and employees, waiters and customers, teachers and pupils, warlords and followers; each makes sense only in its relation to the other. The term 'role' is an appropriate one, because the metaphor of an actor in a play neatly expresses the rule-governed nature or scripted nature of much of social life and the sense that society is a joint production. Social life occurs only because people play their parts (and that is as true for war and conflicts as for peace and love) and those parts make sense only in the context of the overall show. The drama metaphor also reminds us of the artistic licence available to the players. We can play a part straight or, as the following from J.P. Sartre conveys, we can ham it up.

Let us consider this waiter in the café. His movement is quick and forward, a little too precise, a little too rapid. He comes towards the patrons with a step a little too quick. He bends forward a little too eagerly; his voice, his eyes express an interest a little too solicitous for the order of the customer. Finally there he returns, trying to imitate in his walk the inflexible stiffness of some kind of automaton while carrying his tray with the recklessness of a tightrope walker.... All his behaviour seems to us a game.... But what is he playing? We need not watch long before we can explain it: he is playing at being a waiter in a café.

The American sociologist Erving Goffman built an influential body of social analysis on elaborations of the metaphor of social life as drama. Perhaps his most telling point was that it is only through acting out a part that we express character. It is not enough to be evil or virtuous; we have to be seen to be evil or virtuous.

There is distinction between the roles we play and some underlying self. Here we might note that some roles are more absorbing than others. We would not be surprised by the waitress who plays the part in such a way as to signal to us that she is much more than her occupation. We would be surprised and offended by the father who played his part 'tongue in cheek'. Some roles are broader and more far-reaching than others. Describing someone as a clergyman or faith healer would say far more about that person than describing someone as a bus driver. (557 words)

- What is the thematic highlight of this passage?
  - In the absence of strong biological linkages, reciprocal roles provide the mechanism for coordinating human behaviour.
  - In the absence of reciprocal roles, biological linkages provide the mechanism for coordinating human behaviour.
  - Human behaviour is independent of biological linkages and reciprocal roles.
  - Human behaviour depends on biological linkages and reciprocal roles.
  - Reciprocal roles determine normative human behaviour in society.

- Which of the following would have been true if biological linkages structured human society?
  - The role of mother would have been defined through her reciprocal relationship with her children.
  - We would not have been offended by the father playing his role 'tongue in cheek.'
  - Women would have adopted and fostered children rather than giving birth to them.
  - Even if warlords were physically weaker than their followers, they would still dominate them.
  - Waiters would have stronger motivation to serve their customers.
- It has been claimed in the passage that "some roles are more absorbing than others." According to the passage, which of the following seem(s) appropriate reason(s) for such a claim?
  - Some roles carry great expectations from the society preventing manifestation of the true self.
  - Society ascribes so much importance to some roles that the conception of self may get aligned with the roles being performed.
  - Some roles require development of skill and expertise leaving little time for manifestation of self.
  - A only
  - B only
  - C only
  - A and B
  - B and C

**★ PASSAGE 2**

Every civilized society lives and thrives on a silent but profound agreement as to what is to be accepted as the valid mould of experience. Civilization is a complex system of dams, dykes, and canals warding off, directing, and articulating the influx of the surrounding fluid element; a fertile fenland, elaborately drained and protected from the high tides of chaotic, unexercised, and inarticulate experience. In such a culture, stable and sure of itself within the frontiers of "naturalized" experience, the arts wield their creative power not so much in width as in depth. They do not create new experience, but deepen and purify the old. Their works do not differ from one another like a new horizon from a new horizon, but like a Madonna from a Madonna.

The periods of art which are most vigorous in creative passion seem to occur when the established pattern of experience loosens its rigidity without as yet losing its force. Such a period was the Renaissance, and Shakespeare its poetic consummation. Then it was as though the discipline of the old order gave depth to the excitement of the breaking away, the depth of joy and tragedy, of incomparable conquests, and irredeemable losses. Adventurers of experience set out as though in lifeboats to rescue and bring back to the shore treasures of knowing and feeling which the old order had left floating on the high seas. The works of the early Renaissance and the poetry of Shakespeare vibrate with the compassion for live experience in danger of dying from exposure and neglect. In this compassion was the creative genius of the age. Yet, it was a genius of courage, not of desperate audacity. For, however elusively, it still knew of harbours and anchors, of homes to which to return, and of barns in which to store the harvest. The exploring spirit of art was in the depths of its consciousness still aware of a scheme of things into which to fit its exploits and creations.

But the more this scheme of things loses its stability, the more boundless and uncharted appears the ocean of potential exploration. In the blank confusion of infinite potentialities flotsam of significance gets attached to jetsam of experience; for everything is sea, everything is at sea—

...The sea is all about us;  
 The sea is the land's edge also, the granite  
 Into which it reaches, the beaches where it tosses  
 Its hints of earlier and other creation ...

and Rilke tells a story in which, as in T.S. Eliot's poem, it is again the sea and the distance of 'other creation' that becomes the image of the poet's reality. A rowing boat sets out on a difficult passage. The oarsmen labour in exact rhythm. There is no sign yet of the destination. Suddenly a man, seemingly idle, breaks out into song. And if the labour of the oarsmen meaninglessly defeats the real resistance of the real waves, it is the idle single who magically conquers the despair of apparent aimlessness. While the people next to him try to come to grips with the element that is next to them, his voice seems to bind the boat to the farthest distance so that the farthest distance

draws it towards itself. 'I don't know why and how,' is Rilke's conclusion, but suddenly I understood the situation of the poet, his place and function in this age. It does not matter if one denies him every place—except this one. There one must tolerate him. (584 words)

4. In the passage, the expression "like a Madonna from a Madonna" alludes to
  - (a) The difference arising as a consequence of artistic license.
  - (b) The difference between two artistic interpretations.
  - (c) The difference between 'life' and 'interpretation of life.'
  - (d) The difference between 'width' and 'depth' of creative power.
  - (e) The difference between the legendary character and the modern day singer.
5. The sea and 'other creation' leads Rilke to ...
  - (a) Define the place of the poet in his culture.
  - (b) Reflect on the role of the oarsman and the singer.
  - (c) Muse on artistic labour and its aimlessness.
  - (d) Understand the elements that one has to deal with.
  - (e) Delve into natural experience and real waves.
6. According to the passage, the term "adventurers of experience" refers to
  - (a) Poets and artists who are driven by courage.
  - (b) Poets and artists who create their own genre.
  - (c) Poets and artists of the Renaissance.
  - (d) Poets and artists who revitalize and enrich the past for us.
  - (e) Poets and artists who delve in flotsam and jetsam at sea.

### ★ PASSAGE 3

To discover the relation between rules, paradigms, and normal science, consider first how the historian isolates the particular loci of commitment that have been described as accepted rules. Close historical investigation of a given specialty at a given time discloses a set of recurrent and quasi-standard illustrations of various theories in their conceptual, observational, and instrumental applications. These are the community's paradigms, revealed in its textbooks, lectures, and laboratory exercises. By studying them and by practicing with them, the members of the corresponding community learn their trade. The historian, of course, will discover in addition a penumbral area occupied by achievements whose status is still in doubt, but the core of solved problems and techniques will usually be clear. Despite occasional ambiguities, the paradigms of a mature scientific community can be determined with relative ease.

That demands a second step and one of a somewhat different kind. When undertaking it, the historian must compare the community's paradigms with each other and with its current research reports. In doing so, his object is to discover what isolable elements, explicit or implicit, the members of that community may have abstracted from their more global paradigms and deploy it as rules in their research. Anyone who has attempted to describe or analyze the evolution of a particular scientific tradition will necessarily have sought accepted principles and rules of this sort. Almost certainly, he will have met with at least partial success. But, if his experience has been at all like my own, he will have found the search for rules both more difficult and less satisfying than the search for paradigms. Some of the generalizations he employs to describe the community's shared beliefs will present more problems. Others, however, will seem a shade too strong. Phrased in just that way, or in any other way he can imagine, they would almost certainly have been rejected by some members of the group he studies. Nevertheless, if the coherence of the research tradition is to be understood in terms of a rules, some specification of common ground in the corresponding area is needed. As a result, the search for a body of rules competent to constitute a given normal research tradition becomes a source of continual and deep frustration.

Recognizing that frustration, however, makes it possible to diagnose its source. Scientists can agree that a Newton, Lavoisier, Maxwell, or Einstein has produced an apparently permanent solution to a group of outstanding problems and still disagree, sometimes without being aware of it, about the particular abstract characteristics that make those solutions permanent. They can, that is, agree in their identification of a paradigm without agreeing on, or even attempting to produce, a full interpretation or rationalization of it. Lack of a standard interpretation or of an agreed reduction to rules will not prevent a paradigm from guiding research. Normal science can be determined in part by the direct inspection of paradigms, a process that is often aided by but does not depend upon the formulation of rules and assumption. Indeed, the existence of a paradigm need not even imply that any full set of rules exists. (519 words)

7. What is the author attempting to illustrate through this passage?
  - (a) Relationships between rules, paradigms, and normal science.
  - (b) How a historian would isolate a particular 'loci of commitment.'
  - (c) How a set of shared beliefs evolves into a paradigm.
  - (d) Ways of understanding a scientific tradition.
  - (e) The frustrations of attempting to define a paradigm of a tradition
8. The term 'loci of commitment' as used in the passage would most likely correspond with which of the following?
  - (a) Loyalty between a group of scientists in a research laboratory.
  - (b) Loyalty between groups of scientists across research laboratories.
  - (c) Loyalty to a certain paradigm of scientific inquiry.
  - (d) Loyalty to global patterns of scientific inquiry.
  - (e) Loyalty to evolving trends of scientific inquiry.
9. The author of this passage is likely to agree with which of the following?
  - (a) Paradigms almost entirely define a scientific tradition.
  - (b) A group of scientists investigating a phenomenon would benefit by defining a set of rules.
  - (c) Acceptance by the giants of a tradition is a sine qua non for a paradigm to emerge.
  - (d) Choice of isolation mechanism determines the type of paradigm that may emerge from a tradition.
  - (e) Paradigms are a general representation of rules and beliefs of a scientific tradition.

### ★ PASSAGE 4

The difficulties historians face in establishing cause-and-effect relations in the history of human societies are broadly similar to the difficulties facing astronomers, climatologists, ecologists, evolutionary biologists, geologists, and palaeontologists. To varying degrees, each of these fields is plagued by the impossibility of performing replicated, controlled experimental interventions, the complexity arising from enormous numbers of variables, the resulting uniqueness of each system, the consequent impossibility of formulating universal laws, and the difficulties of predicting emergent properties and future behaviour. Prediction in history, as in other historical sciences, is most feasible on large spatial scales and over long times, when the unique features of millions of small-scale brief events become averaged out. Just as I could predict the sex ratio of the next 1,000 newborns but not the sexes of my own two children, the historian can recognize factors that made inevitable the broad outcome of the collision between American and Eurasian societies after 13,000 years of separate developments, but not the outcome of the 1960 U.S. presidential election. The details of which candidate said what during a single televised debate in October 1960 could have given the electoral victory to Nixon instead of to Kennedy, but no details of who said what could have blocked the European conquest of Native Americans.

How can students of human history profit from the experience of scientists in other historical sciences? A methodology that has proved useful involves the comparative method and so-called natural experiments. While neither astronomers studying galaxy formation nor human historians can manipulate their systems in controlled laboratory experiments, they both can take advantage of natural experiments, by comparing systems differing

in the presence or absence (or in the strong or weak effect) of some putative causative factor. For example, epidemiologists, forbidden to feed large amounts of salt to people experimentally, have still been able to identify effects of high salt intake by comparing groups of humans who already differ greatly in their salt intake; and cultural anthropologists, unable to provide human groups experimentally with varying resource abundances for many centuries, still study long-term effects of resource abundance on human societies by comparing recent Polynesian populations living on islands differing naturally in resource abundance.

The student of human history can draw on many more natural experiments than just comparisons among the five inhabited continents. Comparisons can also utilize large islands that have developed complex societies in a considerable degree of isolation (such as Japan, Madagascar, Native American Hispaniola, New Guinea, Hawaii, and many others), as well as societies on hundreds of smaller islands and regional societies within each of the continents. Natural experiments in any field, whether in ecology or human history, are inherently open to potential methodological criticisms. Those include confounding effects of natural variation in additional variables besides the one of interest, as well as problems in inferring chains of causation from observed correlations between variables. Such methodological problems have been discussed in great detail for some of the historical sciences. In particular, epidemiology, the science of drawing inferences about human diseases by comparing groups of people (often by retrospective historical studies), has for a long time successfully employed formalized procedures for dealing with problems similar to those facing historians of human societies.

In short, I acknowledge that it is much more difficult to understand human history than to understand problems in fields of science where history is unimportant and where fewer individual variables operate. Nevertheless, successful methodologies for analyzing historical problems have been worked out in several fields. As a result, the histories of dinosaurs, nebulae, and glaciers are generally acknowledged to belong to fields of science rather than to the humanities. (603 words)

10. Why do islands with considerable degree of isolation provide valuable insights into human history?
  - (a) Isolated islands may evolve differently and this difference is of interest to us.
  - (b) Isolated islands increase the number of observations available to historians.
  - (c) Isolated islands, differing in their endowments and size may evolve differently and this difference can be attributed to their endowments and size.
  - (d) Isolated islands, differing in their endowments and size, provide a good comparison to large islands such as Eurasia, Africa, Americas, and Australia.
  - (e) Isolated islands, in so far as they are inhabited, arouse curiosity about how human beings evolved there.
  
11. According to the author, why is prediction difficult in history?
  - (a) Historical explanations are usually broad so that no prediction is possible.
  - (b) Historical outcomes depend upon a large number of factors and hence prediction is difficult for each case.
  - (c) Historical sciences, by their very nature, are not interested in a multitude of minor factors, which might be important in a specific historical outcome.
  - (d) Historians are interested in evolution of human history and hence are only interested in long-term predictions.
  - (e) Historical sciences suffer from the inability to conduct controlled experiments and therefore have explanations based on a few long-term factors.
  
12. According to the author, which of the following statements would be true?
  - (a) Students of history are missing significant opportunities by not conducting any natural experiments.
  - (b) Complex societies inhabiting large islands provide great opportunities for natural experiments.
  - (c) Students of history are missing significant opportunities by not studying an adequate variety of natural experiments.
  - (d) A unique problem faced by historians is their inability to establish cause and effect relationships.
  - (e) Cultural anthropologists have overcome the problem of confounding variables through natural experiments.

## CAT 2006

### ★ PASSAGE 1

Our propensity to look out for regularities, and to impose laws upon nature, leads to the psychological phenomenon of dogmatic thinking or, more generally, dogmatic behaviour: we expect regularities everywhere and attempt to find them even where there are none; events which do not yield to these attempts we are inclined to treat as a kind of ‘background noise’; and we stick to our expectations even when they are inadequate and we ought to accept defeat. This dogmatism is to some extent necessary. It is demanded by a situation which can only be dealt with by forcing our conjectures upon the world. Moreover, this dogmatism allows us to approach a good theory in stages, by way of approximations: if we accept defeat too easily, we may prevent ourselves from finding that we were very nearly right.

It is clear that this *dogmatic attitude*, which makes us stick to our first impression, is indicative of a strong belief; while a critical attitude, which is ready to modify its tenets, which admits doubt and demands tests, is indicative of a weaker belief. Now according to Hume’s theory, and to the popular theory, the strength of a belief should be a product of repetition; thus it should always grow with experience, and always be greater in less primitive persons. But dogmatic thinking, an uncontrolled wish to impose regularities, a manifest pleasure in rites and in repetition as such, is characteristic of primitives and children; and increasing experience and maturity sometimes create an attitude of caution and criticism rather than of dogmatism.

My logical criticism of Hume’s psychological theory, and the considerations connected with it, may seem a little removed from the field of the philosophy of science. But the distinction between dogmatic and critical thinking, or the dogmatic and the critical attitude, brings us right back to our central problem. For the dogmatic attitude is clearly related to the tendency to verify our laws and schemata by seeking to apply them and to confirm them, even to the point of neglecting refutations, whereas the critical attitude is one of readiness to change them—to test them; to refute them; to falsify them, if possible. This suggests that we may identify the critical attitude with the scientific attitude, and the dogmatic attitude with the one which we have described as pseudo-scientific. It further suggests that genetically speaking the pseudo-scientific attitude is more primitive than, and prior to, the scientific attitude; that it is a pre-scientific attitude. And this primitivity or priority also has its logical aspect. For the critical attitude is not so much opposed to the dogmatic attitude as super-imposed upon it: criticism must be directed against existing and influential beliefs in need of critical revision—in other words, dogmatic beliefs. A critical attitude needs for its raw material, as it were, theories or beliefs which are held more or less dogmatically.

Thus, science must begin with myths, and with the criticism of myths; neither with the collection of observations, nor with the invention of experiments, but with critical discussion of myths, and of magical techniques and practices. The scientific tradition is distinguished from the pre-scientific tradition in having two layers. Like the latter, it passes on its theories; but also passes on a critical attitude towards them. The theories are passed on, not as dogmas, but rather with the challenge to discuss them and improve upon them.

The critical attitude, the tradition of free discussion of theories with the aim of discovering their weak spots so that they may be improved upon, is the attitude of reasonableness, of rationality. From the point of view here developed, all laws, all theories, remain essentially tentative, or conjectural, or hypothetical, even when we feel unable to doubt them any longer. Before a theory has been refuted we can never know in what way it may have to be modified. (644 words)

1. In the context of science, according to the passage, the interaction of *dogmatic beliefs* and the *critical attitude* can be best described as:
  - (a) A duel between two warriors in which one has to die.
  - (b) The effect of a chisel on a marble stone while making a sculpture.
  - (c) The feedstock (natural gas) in fertilizer industry being transformed into fertilizers.
  - (d) A predator killing its prey.
  - (e) The effect of fertilizers on a sapling.

2. According to the passage, the role of a dogmatic attitude or dogmatic behaviour in the development of science is:
  - (a) critical and important, as, without it, initial hypotheses or conjectures can never be made.
  - (b) positive, as conjectures arising out of our dogmatic attitude become science.
  - (c) negative, as it leads to pseudo-science.
  - (d) neutral, as the development of science is essentially because of our critical attitude.
  - (e) inferior to critical attitude, as a critical attitude leads to the attitude of reasonableness and rationality.
  
3. Dogmatic behaviour, in this passage, has been associated with primitives and children. Which of the following best describes the reason why the author compares primitives with children?
  - (a) Primitives are people who are not educated, and hence can be compared with children, who have not yet been through school.
  - (b) Primitives are people who, though not modern, are as innocent as children.
  - (c) Primitives are people without a critical attitude, just as children are.
  - (d) Primitives are people in the early stages of human evolution; similarly, children are in the early stages of their lives.
  - (e) Primitives are people who are not civilized enough, just as children are not.
  
4. Which of the following statements best supports the argument in the passage that a critical attitude leads to a weaker belief than a dogmatic attitude does?
  - (a) A critical attitude implies endless questioning, and, therefore, it cannot lead to strong beliefs.
  - (b) A critical attitude, by definition, is centred on an analysis of anomalies and "noise".
  - (c) A critical attitude leads to questioning everything, and in the process generates "noise" without any conviction.
  - (d) A critical attitude is antithetical to conviction, which is required for strong beliefs.
  - (e) A critical attitude leads to questioning and to tentative hypotheses.
  
5. According to the passage, which of the following statements best describes the difference between science and pseudo-science?
  - (a) Scientific theories of hypothesis are tentatively true whereas pseudo-sciences are always true.
  - (b) Scientific laws and theories are permanent and immutable whereas pseudo-sciences are contingent on the prevalent mode of thinking in a society.
  - (c) Science always allows the possibility of rejecting a theory or hypothesis, whereas pseudo-sciences seek to validate their ideas or theories.
  - (d) Science focuses on anomalies and exceptions so that fundamental truths can be uncovered, whereas pseudo-sciences focus mainly on general truths.
  - (e) Science progresses by the collection of observations or by experimentation, whereas pseudo-sciences do not worry about observations and experiments.

## ★ PASSAGE 2

Fifteen years after communism was officially pronounced dead, its spectre seems once again to be haunting Europe. Last month, the Council of Europe's parliamentary assembly voted to condemn the "crimes of totalitarian communist regimes," linking them with Nazism and complaining that communist parties are still "legal and active in some countries." Now Goran Lindblad, the conservative Swedish MP behind the resolution, wants to go further. Demands that European Ministers launch a continent-wide anti-communist campaign—including school textbook revisions, official memorial days, and museums—only narrowly missed the necessary two-thirds majority. Mr Lindblad pledged to bring the wider plans back to the Council of Europe in the coming months.

He has chosen a good year for his ideological offensive: this is the 50<sup>th</sup> anniversary of Nikita Khrushchev's denunciation of Josef Stalin and the subsequent Hungarian uprising, which will doubtless be the cue for further

excoriation of the communist record. Paradoxically, given that there is no communist government left in Europe outside Moldova, the attacks have if anything, become more extreme as time has gone on. A clue as to why that might be can be found in the rambling report by Mr Lindblad that led to the Council of Europe declaration. Blaming class struggle and public ownership, he explained "different elements of communist ideology such as equality or social justice still seduce many" and "a sort of nostalgia for communism is still alive." Perhaps the real problem for Mr Lindblad and his right-wing allies in Eastern Europe is that communism is not dead enough—and they will only be content when they have driven a stake through its heart.

The fashionable attempt to equate communism and Nazism is in reality a moral and historical nonsense. Despite the cruelties of the Stalin terror, there was no Soviet Treblinka or Sobibor, no extermination camps built to murder millions. Nor did the Soviet Union launch the most devastating war in history at a cost of more than 50 million lives—in fact it played the decisive role in the defeat of the German war machine. Mr Lindblad and the Council of Europe adopt as fact the wildest estimates of those "killed by Communist regimes" (mostly in famines) from the fiercely contested Black Book of Communism, which also underplays the number of deaths attributable to Hitler. But, in any case, none of this explains why anyone might be nostalgic in former communist states, now enjoying the delights of capitalist restoration. The dominant account gives no sense of how communist regimes renewed themselves after 1956 or why Western leaders feared they might overtake the capitalist world well into the 1960s. For all its brutalities and failures, communism in the Soviet Union, Eastern Europe, and elsewhere delivered rapid industrialization, mass education, job security, and huge advances in social and gender equality. Its existence helped to drive up welfare standards in the West, and provided a powerful counterweight to Western global domination.

It would be easier to take the Council of Europe's condemnation of communist state crimes seriously if it had also seen fit to denounce the far bloodier record of European colonialism—which only finally came to an end in the 1970s. This was a system of racist despotism, which dominated the globe during Stalin's time. And while there is precious little connection between the ideas of fascism and communism, there is an intimate link between colonialism and Nazism. The terms *lebensraum* and *konzentrationslager* were both first used by the German colonial regime in Southwest Africa (now Namibia), which committed genocide against the Herero and Nama people and bequeathed its idea directly to the Nazi party.

Around 10 million Congolese died as a result of Belgian forced labour and mass murder in the early twentieth century; tens of millions perished in avoidable or enforced famines in British-rule India; up to a million Algerians died in their war for independence, while controversy now rages in France about a new law requiring teachers to put a positive spin on colonial history. Comparable atrocities were carried out by all European colonialists, but not a word of condemnation from the Council of Europe. Presumably, European lives count for more.

No major twentieth century political tradition is without blood on its hands, but battles over history are more about the future than the past. Part of the current enthusiasm in official Western circles for dancing on the grave of communism is no doubt about relations with today's Russia and China. But it also reflects a determination to prove there is no alternative to the new global capitalist order—and that any attempt to find one is bound to lead to suffering. With the new imperialism now being resisted in the Muslim world and Latin America, growing international demands for social justice and even greater doubts about whether the environmental crisis can be solved within the existing economic system, the pressure for alternative will increase. (814 words)

6. Among all the apprehensions that Mr Goran Lindblad expresses against communism, which one gets admitted, although indirectly, by the author?
  - (a) There is nostalgia for communist ideology even if communism has been abandoned by most European nations.
  - (b) Notions of social justice inherent in communist ideology appeal to critics of existing systems.
  - (c) Communist regimes were totalitarian and marked by brutalities and large scale violence.
  - (d) The existing economic order is wrongly viewed as imperialistic by proponents of communism.
  - (e) Communist ideology is faulted because communist regimes resulted in economic failures.
  
7. What, according to the author, is the real reason for a renewed attack against communism?
  - (a) Disguising the unintended consequences of the current economic order such as social injustice and environmental crisis.

- (b) Idealizing the existing ideology of global capitalism.
  - (c) Making communism a generic representative of all historical atrocities, especially those perpetrated by the European imperialists.
  - (d) Communism still survives, in bits and pieces, in the minds and hearts of people.
  - (e) Renewal of some communist regimes has led to the apprehension that communist nations might overtake the capitalists.
8. The author cites examples of atrocities perpetrated by European colonial regimes in order to
- (a) compare the atrocities committed by colonial regimes with those of communist regimes.
  - (b) prove that the atrocities committed by colonial regimes were more than those of communist regimes.
  - (c) prove that, ideologically, communism was much better than colonialism and Nazism.
  - (d) neutralize the arguments of Mr Lindblad and to point out that the atrocities committed by colonial regimes were more than those of communist regimes.
  - (e) neutralize the arguments of Mr Lindblad and to argue that one needs to go beyond and look at the motives of these regimes.
9. Why, according to the author, is Nazism closer to colonialism than it is to communism?
- (a) Both colonialism and Nazism were examples of tyranny of one race over another.
  - (b) The genocides committed by the colonial and the Nazi regimes were of similar magnitude.
  - (c) Several ideas of the Nazi regime were directly imported from colonial regimes.
  - (d) Both colonialism and Nazism are based on the principles of imperialism.
  - (e) While communism was never limited to Europe, both the Nazis and the colonialists originated in Europe.
10. Which of the following cannot be inferred as a compelling reason for the silence of the Council of Europe on colonial atrocities?
- (a) The Council of Europe being dominated by erstwhile colonialists.
  - (b) Generating support for condemning communist ideology.
  - (c) Unwillingness to antagonize allies by raking up an embarrassing past.
  - (d) Greater value seemingly placed on European lives.
  - (e) Portraying both communism and Nazism as ideologies to be condemned.

### ★ PASSAGE 3

My aim is to present a conception of justice which generalizes and carries to a higher level of abstraction the familiar theory of the social contract. In order to do this we are not to think of the original contract as one to enter a particular society or to set up a particular form of government. Rather, the idea is the principles of justice for the basic structure of society are the object of the original agreement. They are the principles that free and rational persons concerned to further their own interests would accept in an initial position of equality. These principles are to regulate all further agreements; they specify the kinds of social cooperation that can be entered into and the forms of government that can be established. This way of regarding the principles of justice, I shall call justice as fairness. Thus, we are to imagine that those who engage in social cooperation choose together, in one joint act, the principles which are to assign basic rights and duties and to determine the division of social benefits. Just as each person must decide by rational reflection what constitutes his good, that is, the system of ends which it is rational for him to pursue, so a group of persons must decide once and for all what is to count among them as just and unjust. The choice which rational men would make in this hypothetical situation of equal liberty determines the principles of justice.

In 'justice as fairness,' the original position is not an actual historical state of affairs. It is understood as a purely hypothetical situation characterized so as to lead to a certain conception of justice. Among the essential features of this situation is that no one knows his place in society, his class position or social status, nor does anyone know

his fortune in the distribution of natural assets and abilities, his intelligence, strength, and the like. I shall even assume that the parties do not know their conceptions of the good or their special psychological propensities. The principles of justice are chosen behind a veil of ignorance. This ensures that no one is advantaged or disadvantaged in the choice of principles by the outcome of natural chance or the contingency of social circumstances. Since all are similarly situated and no one is able to design principles to favour his particular condition, the principles of justice are the result of a fair agreement or bargain.

Justice as fairness begins with one of the most general of all choices which persons might make together, namely, with the choice of the first principles of a conception of justice which is to regulate all subsequent criticism and reform of institutions. Then, having chosen a conception of justice, we can suppose that they are to choose a constitution and a legislature to enact laws, and so on, all in accordance with the principles of justice initially agreed upon. Our social situation is just if it is such that by the sequence of hypothetical agreements we would have contracted into the general system of rules which defines it. Moreover, assuming that the original position does determine a set of principles, it will then be true that whenever social institutions satisfy these principles, those engaged in them can say to one another that they are cooperating on terms to which they would agree if they were free and equal persons whose relations with respect to one another were fair. They could all view their arrangements as meeting the stipulations which they would acknowledge in an initial situation that embodies widely accepted and reasonable constraints on the choice of principles. The general recognition of this fact would provide the basis for a public acceptance of the corresponding principles of justice. No society can, of course, be a scheme of cooperation which men enter voluntarily in a literal sense; each person finds himself placed at birth in some particular position in some particular society, and the nature of this position materially affects his life prospects. Yet a society satisfying the principles of justice as fairness comes as close as a society can be to a voluntary scheme, for it meets the principles which free and equal persons would assent to under circumstances that are fair. (712 words)

11. A just society, as conceptualized in the passage, can be best described as:
  - (a) A Utopia in which everyone is equal and no one enjoys any privilege based on their existing positions and powers.
  - (b) A hypothetical society in which people agree upon principles of justice which are fair.
  - (c) A society in which principles of justice are not based on the existing positions and powers of the individuals.
  - (d) A society in which principles of justice are fair to all.
  - (e) A hypothetical society in which principles of justice are not based on the existing positions and powers of the individuals.
12. The original agreement or original position in the passage has been used by the author as:
  - (a) A hypothetical situation conceived to derive principles of justice which are not influenced by position, status, and condition of individuals in the society.
  - (b) A hypothetical situation in which every individual is equal and no individual enjoys any privilege based on existing positions and powers.
  - (c) A hypothetical situation to ensure fairness of agreements among individuals in society.
  - (d) An imagined situation in which principles of justice would have to be fair.
  - (e) An imagined situation in which fairness is the objective of the principles of justice to ensure that no individual enjoys any privileges based on existing positions and powers.
13. Which of the following best illustrates the situation that is equivalent to choosing 'the principles of justice' behind a 'veil of ignorance'?
  - (a) The principles of justice are chosen by businessmen, who are marooned on an uninhabited island after a shipwreck, but have some possibility of returning.
  - (b) The principles of justice are chosen by a group of school children whose capabilities are yet to develop.
  - (c) The principles of justice are chosen by businessmen, who are marooned on an uninhabited island after a shipwreck and have no possibility of returning.

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- (d) The principles of justice are chosen assuming that such principles will govern the lives of the rule makers only in their next birth if the rule makers agree that they will be born again.
- (e) The principles of justice are chosen by potential immigrants who are unaware of the resources necessary to succeed in foreign country.
14. Why, according to the passage, do principles of justice need to be based on an original agreement?
- Social institutions and laws can be considered fair only if they conform to principles of justice.
  - Social institutions and laws can be fair only if they are consistent with the principles of justice as initially agreed upon.
  - Social institutions and laws need to be fair in order to be just.
  - Social institutions and laws evolve fairly only if they are consistent with the principles of justice as initially agreed upon.
  - Social institutions and laws conform to the principles of justice as initially agreed upon.
15. Which of the following situations best represents the idea of justice as fairness, as argued in the passage?
- All individuals are paid equally for the work they do.
  - Everyone is assigned some work for his or her livelihood.
  - All acts of theft are penalized equally.
  - All children are provided free education in similar schools.
  - All individuals are provided a fixed sum of money to take care of their health.

# Answers and Explanations

## ANSWER KEYS

### CAT 2008

|         |         |         |         |         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1. (a)  | 2. (d)  | 3. (c)  | 4. (d)  | 5. (e)  | 6. (c)  | 7. (e)  | 8. (a)  | 9. (d)  | 10. (e) |
| 11. (c) | 12. (d) | 13. (b) | 14. (b) | 15. (a) | 16. (e) | 17. (b) | 18. (b) | 19. (a) | 20. (d) |

### CAT 2007

|         |         |        |        |        |        |        |        |        |         |
|---------|---------|--------|--------|--------|--------|--------|--------|--------|---------|
| 1. (e)  | 2. (b)  | 3. (d) | 4. (b) | 5. (a) | 6. (d) | 7. (d) | 8. (c) | 9. (e) | 10. (c) |
| 11. (b) | 12. (c) |        |        |        |        |        |        |        |         |

### CAT 2006

|         |         |         |         |         |        |        |        |        |         |
|---------|---------|---------|---------|---------|--------|--------|--------|--------|---------|
| 1. (b)  | 2. (a)  | 3. (d)  | 4. (e)  | 5. (c)  | 6. (c) | 7. (b) | 8. (e) | 9. (a) | 10. (d) |
| 11. (c) | 12. (a) | 13. (d) | 14. (b) | 15. (d) |        |        |        |        |         |

## EXPLANATIONS

### CAT 2008

- Option (a). This is stated in the second paragraph: "... population growth *outstripping available resources*: a dilemma similar to the one foreseen by Thomas Malthus in 1798 and being played out today in Rwanda, Haiti, and elsewhere." Option (b) looks plausible, but the passage does not exclude other resources when it says "resources." Option (b) excludes other resources and is not correct.
- Option (d). This is a vocabulary question. Anthropogenic means: of, relating to, or resulting from the influence of human beings on nature—e.g., anthropogenic pollutants (Merriam Webster's Dictionary).
- Option (c). This is stated in the passage. "... by the time of the classic collapse the landscape was now full; there was no useful unoccupied land in the vicinity on which to begin anew, and the whole population could not be accommodated in the few that continued to have reliable water supplies."
- Option (d). All the options are factually correct; however the writer presents the conclusion first and then examines the five (tentative) strands. The conclusion is: "To summarize the Classic Maya collapse, we can tentatively identify five strands. I acknowledge, however, that Maya archaeologists still disagree vigorously among themselves..."
- Option (e). Other options are mentioned at various places in the passage. However, the short-term concern of the Mayans (in general) is neither implied nor stated in the passage. It mentions about the rulers and not about Mayans in general.

6. Option (c). This is stated explicitly in the passage. "Many of the concepts of modern art, by contrast have resulted from the almost accidental meeting of group of talented individual at certain times and certain places."

7. Option (e). This is explicitly stated in the passage: "This (Fossil) is not to say that it (art) becomes useless or uninteresting. Just as a scientist can reconstruct the life of a prehistoric environment from the messages codified into the structure of a fossil, so can an artist decipher whole webs of intellectual and creative possibility from the recorded structure of a "dead" art movement." Option (d) is too general and has no connection to the art movement.

8. Option (a). This directly stated in the passage, "... similar to that which exists under the umbrella of science where the general term covers a whole range of separate, though interconnecting, activities. Any parallelism is however—in this instance at least—misleading."

9. Option (d). This is a low level inference question. The writer begins the passage by stating the range of concepts and ideologies in the present day art. Then he examines the various influences that have produced such a range. And it concludes towards the end of the first paragraph: *Different groups of artists would collaborate in trying to make sense of a rapidly changing world of visual and spiritual experience*. The answer merely expresses this in different words.

10. Option (e). The last sentence of the passage gives us the answer. "Not original" eliminates option (a). "carry forward" eliminates option (b). "Recreate themselves" eliminates option (c). Option (d) is contrary to the passage. In comparison, option (e) is the best-worded sentence to express the idea contained in the last part of the passage.
11. Option (c). The passage does not imply that "elders rightly suggested." The other options are hardly inferences, but are more or less stated in the passage at different places.
12. Option (d). Parvenus [pronounced: parvenu(y)s] means one that has recently or suddenly risen to an unaccustomed position of wealth or power and has not yet gained the prestige, dignity, or manner associated with it.
13. Option (b). This stated in the passage. "It was for this precise reason that I yearned for them: because two ice creams suggested excess." *Intemperance* means "excess" or "lack of moderation."
14. Option (b). The answer has to be derived from the second last paragraph. However, elimination works best in this question. The word "immoral" eliminates the first option. The word "amoral" eliminates the third option. Option (d) is irrelevant as there is nothing in the passage to suggest "risk"—the idea has to be eliminated. Option (e) is contrary to what is stated in the passage. The question is itself contrary to this option. Only option (b) can be inferred.
15. Option (a). Didactic means making moral observations. It is stated obliquely in the passage, when the writer states, "I dimly sensed that there was another secret justification, cruelly pedagogical, but I was unable to grasp it." The other options are not worth considering if the meanings of the words are clear to you. Option (b) may be considered but the writer denies that the reason was didactic, hence eliminated.
16. Option (e). Notice the "not" in the question. First the answer option that language is a psychological faculty is attributed to cognitive scientists—and not to popular wisdom. Next, the writer states that he would prefer the word "instinct" rather than "psychological faculty" and then the second paragraph explicitly states: *Thinking of language as an instinct inverts the popular wisdom*, hence, option (e) becomes the answer.
17. Option (b). All the remaining options are "trained" or acquired skills; rather than instinctive or natural as the comparison must show.
18. Option (b). The last sentence of the paragraph states this explicitly. *In nature's talent show, we are simply a species of primate with our act (unique), a knack for communicating information about who did what to whom by modulating the sound (voice modulation) we*

*make when we exhale.* Option (a) is incorrect because the writer attributes this ability to bats migratory birds etc. and states that it is not unique.

19. Option (a). This is most clearly stated in the passage. "The complexity of language, from the scientist's point of view, is part of our biological birthright; it is not something that parents teach their children or something that must be elaborated in school."
20. Option (d). Option (a) is contrary to the passage. Option (b) and C are vague because it states what language is not. The writer's purpose is not to state what language is not, but to prove that language is instinctive to humans. Option (d) states what it is and the highlight of the passage. Option (e) is contrary to the passage.

## CAT 2007

1. Option (e). The passage stresses that mere biological relationship (e.g., mother/son) are not sufficient to have an identity in social relationship. A mother has to behave (assume the role) in a motherly way. Foster mothers at times are more accepted as "mother" by society than the biological mother. This behaviour (reciprocal roles) structures human society. Answer option (e) encapsulates this theme. Option (a) states "absence of strong biological linkages"—this is not dealt with in the passage. Option (b) is contrary to the passage. Option (c) is also contrary to the passage. The passage does not state or imply that human behaviour is *dependent* on biological linkages, hence eliminated.
2. Option (b). "There is distinction between the roles we play and some underlying self. Here we might note that some roles are more absorbing than others. We would be surprised and offended by the father who played his part "tongue in cheek" (insincerely). A father is expected to be completely absorbed by the role he plays. However, if biological linkages were enough to make on a father we would not be offended if a father played his role the way waitress plays. By being the biological father it is enough to be so—the playing of the role becomes unimportant. All the other options support the fact that "reciprocal relationship" structure human society.
3. Option (d). Three examples are given at the end of the passage: the father, the waitress, and the priest. The example of the priest makes Statement A correct. The priest's true personality (if there is one) is never revealed, instead he manifests himself as a priest alone because of society's expectation from him. The example of the father makes statement B correct. The father completely identifies himself (conception of self) with the role that he is supposed to perform. Statement C is incorrect and vague even in the case

of a waiter—we cannot say that it is the "development of skill leaves no time for the manifestation of the self."

4. Option (b). "They (artists) do not create new experience, but deepen and purify the old. Their works do not differ from one another like a new horizon from a new horizon..." If they do not create new experiences the old is presented again and again in new forms—but the depth differs each time. By depth we can infer it is the depth of understanding or interpretation. Hence option (b).
5. Option (a). "I don't know why and how," is Rilke's conclusion, "but suddenly I understood the situation of the poet, his place and function in this age." In a situation where the journey has no seemingly no purpose (life) the singer breaks into a song and makes the journey (life) somehow meaningful. This is the poet's importance is the conclusion. Hence option (a).
6. Option (d). "Adventurers of experience set out as though in lifeboats to rescue and bring back to the shore treasures of knowing and feeling which the old order had left floating on the high seas." From this point of view options (c) and (d) can be considered. Option (c) is a specific subset of the larger set of people who do this. Hence the more inclusive and general reference made in option (d) is what the writer intends to convey—and not limit the idea to Renaissance poets alone.
7. Option (d). Option (a) describes how rules and paradigms are important in normal science. However the purpose of the passage is to explain how science works rather than the specific relationship mentioned in option (a). Option (d) is the broader purpose of the passage—to understand how science works. The other options are too narrow.
8. Option (c). The passage says: the historian tries to isolate the "particular loci of commitment" at a given time and then explains what he is trying to find out and concludes by saying "these are the community's paradigms." Thus, loci of commitment and paradigms are the same.
9. Option (e). "entirely define" eliminates option (a); "set of rules" and "would benefit" eliminate option (b). Option (c) is contrary to the passage; "choice of isolation mechanism" eliminates option (d). Option (e) is a mere explanation of what paradigms are in a scientific tradition, hence the writer would agree with it.
10. Answer Option (c). After elimination the answer choice is to be made between options (a) and (c). The difference between these two options is that option (a) is generic in stating that "is of interest to us"—this interest is specified and explained in option (c). Hence option (c) is more precisely answers the question.

11. Option (b). This is a specified idea question. The answer is a rephrasing of "Prediction in history, as in other historical sciences, is most feasible on large spatial scale and over long times, when the unique future of millions of small scale brief event become averaged out."
12. Option (c). "The student of human history can draw on many more natural experiments than just comparisons among the five inhabited continents. Comparisons can also utilize large islands that have developed complex societies in a considerable degree of isolation (such as Japan, Madagascar, Native American Hispaniola, New Guinea, Hawaii, and many others), as well as societies on hundreds of smaller islands and regional societies within each of the continents." After elimination options (a) and (c) may be considered. Option (a) gets eliminated because it is categorical in "not conducting any natural experiments"—this is not true.
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1. Option (b). This is an application question. The passage establishes the interaction between dogma and critical belief as: "For the critical attitude is not so much opposed to the dogmatic attitude as super-imposed upon it: ..... A critical attitude needs for its raw material, as it were, theories or beliefs which are held more or less dogmatically." In other words the critical attitude uses the raw material of dogma and refines it, which becomes science. Hence option (b). Option (a) talks about a duel—there is no fight only a refinement. For the same reason option (d) is eliminated. There is no refinement in option (e). Also, there is no "transformation" as in option (c).
2. Option (a). Hypotheses or dogmas arising out of dogmatic attitude are refined into science. Otherwise the very raw material required for science will be missing. Option (a) states this. Option (b) is eliminated because it says dogma "becomes science", whereas it does not become science. Options (c, d) and (e) are more easily eliminated.
3. Option (d). Since dogma is the source for science to develop, primitives and children in the early stages from where they may develop dogma and then with critical attitude refine them into science. Option (a) is eliminated because it talks about education which is not relevant. Option (b) talks about innocence which again is irrelevant in the context; "without critical attitude" eliminates option (c); "not civilized" eliminates option (e).
4. Option (e). With questioning, beliefs are weakened; when alternative hypothesis are formed beliefs are further weakened. Option (a) is eliminated because of "endless questioning"—endless questioning can be done only to strengthen a belief. "Tentative hypothesis" are required to truly weaken a belief. Hence option (e).

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5. Option (c). The answer is explicitly stated in paragraph 3. "For the *dogmatic attitudes* clearly related to the tendency to verify our laws and schemata by seeking to apply them and to confirm them, even to the point of neglecting refutations, whereas the *critical attitude* is one of readiness to change them—to test them; to refute them; to falsify them, if possible." This suggests that we may identify the critical attitude with the scientific attitude, and the dogmatic attitude with the one which we have described as pseudo-scientific." The other options in this case do not merit evaluation.
6. Option (c). The answer can be derived from two places in the passage: "Despite the cruelties of the Stalin terror, there was no Soviet Treblinka or Sobibor, no extermination camps built to murder millions." Also, "For all its brutalities and failures, communism in the Soviet union...". Option (c) gets admitted by the author. Also, the writer is not pro-communist.
7. Option (b). The question asks you the "real reason" which in other words is the motive. Refer to this part of the passage: "Part of the current enthusiasm in official western circles for dancing on the grave of communism is no doubt about relations with today's Russia and China (*Read anti communism*). But it also reflects a determination to prove there is no alternative to the new global capitalist order—and that any attempt to find one is bound to lead to suffering." This is stated in the last paragraph. Option (b) may be considered, but mere "survival of communism" is not sufficient motive to decimate it, unless there is something else that one wants to build or propagate. Hence the love for global capitalism provides sufficient motive to finish off communism.
8. Option (e). "It would be easier to take the Council of Europe's condemnation of communist state crimes seriously if it had also seen fit to denounce the far bloodier record of European colonialism ...". The atrocities of colonialism neutralizes the anti-communist arguments. If communism, colonialism, and Nazism are analysed for their atrocities, communism could be seen as far less wicked. Option (d) may appear close but the purpose of the writer is not merely to prove that one or the other is worse. The writer wants to show that the rhetoric is misplaced. One needs to go beyond the rhetoric.
9. Option (a). Since Nazism and colonialism are racist and imperialistic they fall in the same class. In that case communism has no similarity with this class—which is neither imperialistic nor racist. Option (a) scores over option (c), because in option (c) the comparison between communism and the other two is not established. Option merely links Nazism and colonialism, which is not sufficient to answer the comparison that is highlighted in the question.
10. Option (d). Option (d) provides the reason for the council of Europe to lambast communism rather than keep "silence." The other four options provide reason for them to keep quiet.
11. Option (c). The passage describes a hypothetical situation in which laws of justice are chosen under "veil of ignorance" and these laws are applied to an actual society. Hence the society is not hypothetical only the initial position is. This eliminates option (b) and (d). The word "utopia" eliminates option (a). In comparing options (c) and (d), option (d) states "fair to all" in vague and unspecific manner requiring further explanation. Hence (c) spells it out.
12. Option (a). "In 'justice as fairness', the original position is not an actual historical state of affairs. It is understood as a purely hypothetical situation characterized so as to lead to a certain conception of justice." This conception of justice is then explained as laws chosen under a veil of ignorance. The words "to derive" in the option is crucial in selecting this option as the answer.
13. Option (d). "Veil of ignorance" is explained as follows: *Among the essential features of this situation is that no one knows his place in society, his class position or social status, nor does anyone know his fortune in the distribution of natural assets and abilities, his intelligence, strength, and the like. I shall even assume that the parties do not know their conceptions of the good or their special psychological propensities.* This requirement of complete ignorance is met in option (d). In all other options there are degrees of awareness of one's position.
14. Option (b). Option (a) needs elaboration in "principles of justice" and it does not mention the original agreement. Option (c) can be eliminated because of "need to be fair." Option (d) is eliminated more easily because of "evolve fairly." Option (e) also leaves out initial agreement and talks about conformity.
15. Option (d). The initial position of "similarity" rather than equality is missing in the other options. If you look at the other options more carefully they are almost all the same rewards or punishments based not on "similarity" but on a forced equality. For example, a crime of a petty theft (say of ₹50) being punished the same way as a fraud involving thousands of cores is not "justice as fairness"—only the initial position needs to be similar. Rewarding and punishing one based on what one can make of it depending on one's capabilities is "justice as fairness." Hence option (d) most approximates to such a situation placing everyone in similar position.